

**STATE TEACHERS COLLEGE**  
**Ellendale, North Dakota**

**SELF-SURVEY REPORT**

37321

UNIVERSITY OF NORTH DAKOTA  
ELLENDALE CENTER  
ELLENDALE, NORTH DAKOTA

Submitted to  
**The North Central Association  
of Colleges and Secondary Schools**  
**1962**



PREFACE

The North Dakota State Teachers College at Ellendale, with a new name, a new concept, and a new plan of operation has been actively engaged for more than two years in preparing and putting into effect revisions of organization and curriculum. This Self-Survey Report describes those revisions and presents the results.

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## CHAPTER I

### PURPOSE AND ORGANIZATION

#### Historical Development

The original authorization for the college at Ellendale was contained in the State Constitution (see Appendix A). The new school opened its doors in 1899 as the State Manual Training School, the first free school of its kind in the United States.

Since then the name has been changed three times. In 1907 the institution became the State Normal and Industrial School; in 1945 the title was changed to the State Normal and Industrial College; and finally in 1960 the State Legislature authorized the title of State Teachers College at Ellendale.

The purposes have also undergone several changes. In 1907 an elementary education department was added. In 1925 the institution was authorized to grant the degree of Bachelor of Science in Industrial Education (industrial arts for men and home economics for women). In 1936 a junior college department was added. In 1946 the college was authorized to grant the additional degree of Bachelor of Science in Education to add secondary-school preparation in English, business, physical education, natural science, and social science.



### Purposes of the College

Currently, the primary purpose of the college is to prepare elementary and secondary teachers for service in the schools of North Dakota. This teacher-education function is exercised through courses and programs of study leading to the Bachelor of Science Degree in Education and through leadership and in-service educational opportunities for teachers in the region. A further purpose of the college is to offer a limited number of pre-professional courses for students who desire to prepare for other vocations and professions.

Specific Aims. The college seeks to accomplish its stated purposes by helping its students to develop a philosophy of education and life embracing the following:

(1) A broad cultural background in the arts and sciences as a foundation for personal and professional growth.

(2) A mastery of fields of major interest, together with the professional knowledge and skills needed by teachers.

(3) The habit of critical inquiry concerning all ideas and problems, new or old, attractive or repugnant.

(4) Intelligent American citizenship, expressed through the observance and promotion of democratic ideals.



(5) A sense of personal responsibility toward the human values of intellectual honesty, charity and compassion, individual freedom, and moral and spiritual integrity.

#### Department Objectives

Specific objectives of the general education program and of the eight departments of the college are designed to help the student achieve the following:

General Education. (1) Accuracy and grace in the use of the English language, both spoken and written; (2) a desire for clear thinking and good judgment; (3) an interest in literature and philosophy, an awareness of art expression, an appreciation of music, and a knowledge of their importance to modern civilization; (4) a knowledge and appreciation of the growth of our civilization and of older civilizations; (5) a liberal education in the principles of the sciences and mathematics; and (6) a constant search for knowledge and truth.

Business Education Department. (1) The development of an intelligent understanding of the relationship between business and social problems in American society; (2) the special skills required for adequate performance in all phases of business; and (3) the thorough background necessary for teaching business subjects in public high schools.



Education and Psychology Department. (1) An understanding of the physical and psychological development of the child and youth; (2) the development of teaching skills that will provide a maximum learning opportunity; and (3) an understanding of the relationship between the school and the community and the role of the teacher in promoting and perpetuating the principles and objectives of public school education in a democratic society.

Health and Physical Education Department. (1) The environment, services, and instruction that will help the individual maintain and improve his health and that of his group; (2) leadership in promoting the understandings, abilities, and attitudes in physical activities basic to the adjustment of the individual to society; and (3) the ability to use leisure time wisely through activities that provide for organic strength, social efficiency, and emotional stability.

Industrial Arts Department. (1) Experiences that will coordinate the physical, emotional, and intellectual development of an individual; (2) a knowledge and appreciation of the qualities and characteristics of the materials, tools, and processes of industry and their usefulness to man; and (3) the general and specialized work in drawing, woods,

metals, electricity, power mechanics, graphic arts, and crafts that will qualify him to teach effectively in the public schools.

Language and Literature Department. (1) A mature interest in literary works of art and the habit of critical analysis; (2) increasing efficiency in reading, writing, and speaking; and (3) the ability to teach others to attain these objectives in the public schools.

Music and Art Department. The development of creative ability in the various art media; (2) improved musical performance and skill and a refinement of music appreciation and expression; and (3) specialized academic education for teaching art or music in the public schools.

Science and Mathematics Department. (1) An intelligent familiarity with the application of the principles of science and mathematics to modern civilization; (2) a knowledge of the scientific method of study and problem-solving; and (3) a sympathetic understanding of the problems of teaching science and mathematics in the public schools and the knowledge and techniques to meet those problems successfully.

Social Science Department. (1) A knowledge of the sources, methods of inquiry, and preparation of general-



izations based on the course materials in economics, history, geography, political science, and sociology; (2) the breadth and depth necessary for making intelligent decisions in modern times; and (3) the knowledge and techniques necessary to qualify for teaching in the public schools.

#### Board of Higher Education

Ellendale State Teachers College and the other state-supported institutions of higher education in North Dakota are under the control and direction of the State Board of Higher Education. The board has the authority to organize, within constitutional and statutory limitations, the work of each institution under its control and to do everything necessary and proper for efficient and economical administration.

The board consists of seven members appointed by the Governor of North Dakota, subject to confirmation by the State Senate. Members of the board are appointed for each position from a list of three names submitted by a committee composed of the State Superintendent of Public Instruction, the Chief Justice of the Supreme Court, and the President of the North Dakota Education Association.

The policies of the board are administered through the office of the State Commissioner of Higher Education.

## Administrative Organization

The unit type of administration is in operation at the college, with the College President responsible directly to the Board of Higher Education. All other administrative officers are responsible to the President as shown in Figure 1.

The Dean of Instruction is responsible for all matters pertaining to curriculum and instruction, is Director of the Summer Session, and is also designated by the board as chief administrative officer of the college when assigned this function by the President or during periods of unanticipated incapacitation of the President.

The Business Manager and Registrar is responsible for carrying out college policy in matters of finance, housing, physical plant, auxiliary enterprises, admissions, records, and registration.

The Director of Student Personnel is responsible for the testing program, student organizations, student personnel records, and the Placement Bureau.

The Director of Public Services is responsible for alumni affairs, conferences and institutes, off-campus instruction, and high school relations.

The instructional staff is organized into eight depart-



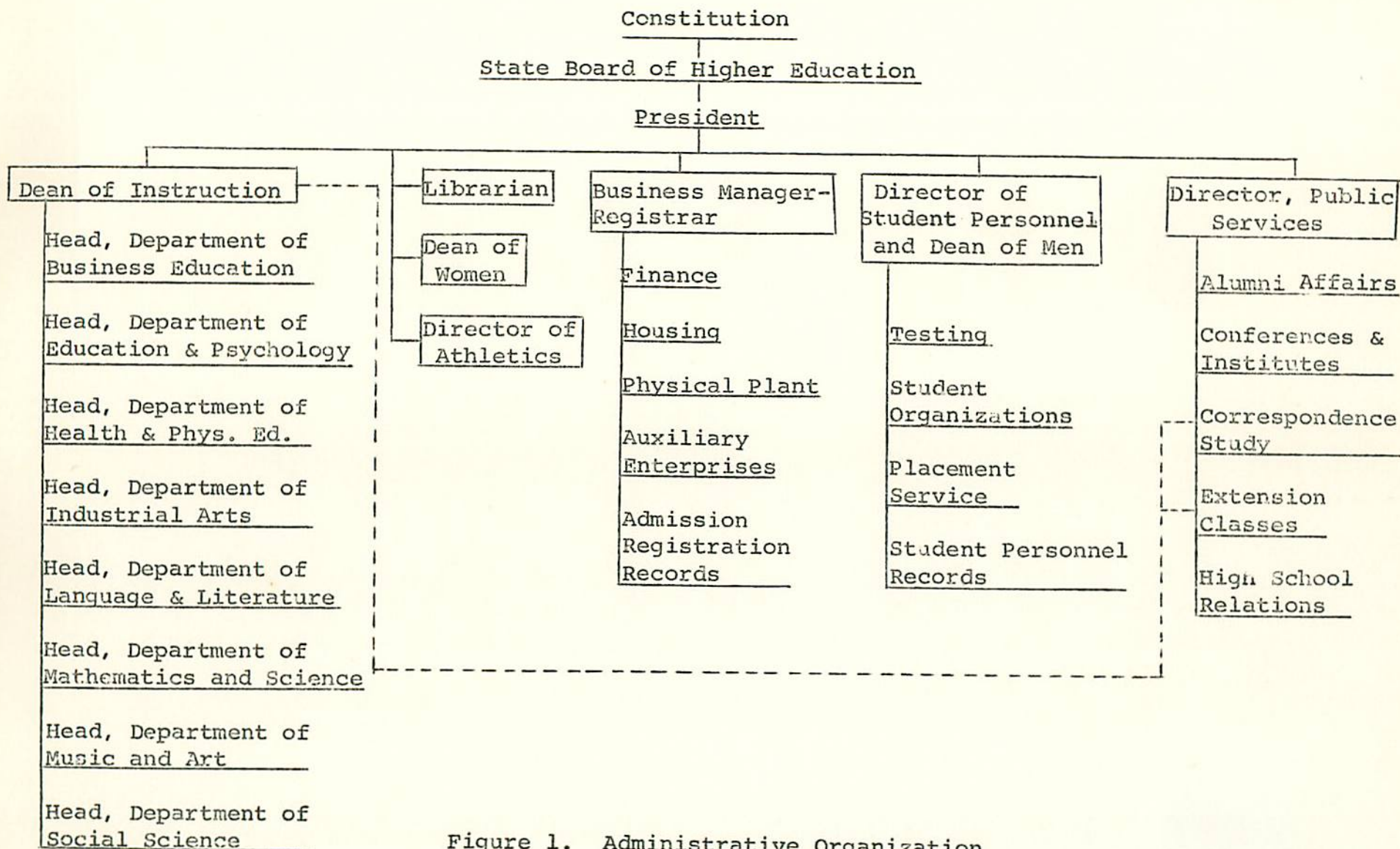


Figure 1. Administrative Organization

ments, each with a department head appointed by the President and approved by the Board of Higher Education. The routine line of communication is through the department head to the Dean of Instruction. Department heads recommend members of their departments for promotion, prepare departmental budgets, recommend course changes and additions, and perform other duties connected with departmental activity. The Dean of Instruction and the department heads meet when necessary to resolve departmental or interdepartmental problems. This staff arrangement copes basically with the routine administrative business of college operation.

#### Faculty Organization

Faculty Association. The faculty is organized as an association, with a constitution (see Appendix B) which states that all members of the staff having instructional, supervisory, administrative, or library duties are members. Meetings are held each month, with the College President presiding, and special meetings may be called upon proper notice. Minutes of all faculty meetings are taken by the secretary and kept on file in the office of the Registrar, where they are available to members of the faculty.

The Faculty Association is the legislative body of the



college; as such it usually acts on questions or recommendations brought from the Administrative Council. It should be noted that any member or group of the faculty may bring questions or suggestions to meetings of the faculty or of the Administrative Council, where they receive serious and thoughtful consideration.

Administrative Council. The council consists of seven members, three appointed by the President and three elected by the faculty, with the President as chairman. The Council meets weekly, acting as an advisory group to the President and as a steering committee to the faculty as a whole.

The By-Laws of the Administrative Council (see Appendix C) provide for five standing committees shown in Figure 3. Members of the council serve as chairmen, with additional faculty members appointed by the council for committee service in each area. It should be noted that students, appointed by the Student Council, hold membership on several committees (see Appendix D).

It is the function of each committee to study and appraise matters in each area and to present recommendations to the Administrative Council. The council considers the recommendations of the committee, passes them on to the faculty as a whole for approval, or remands them to the committee for further study.

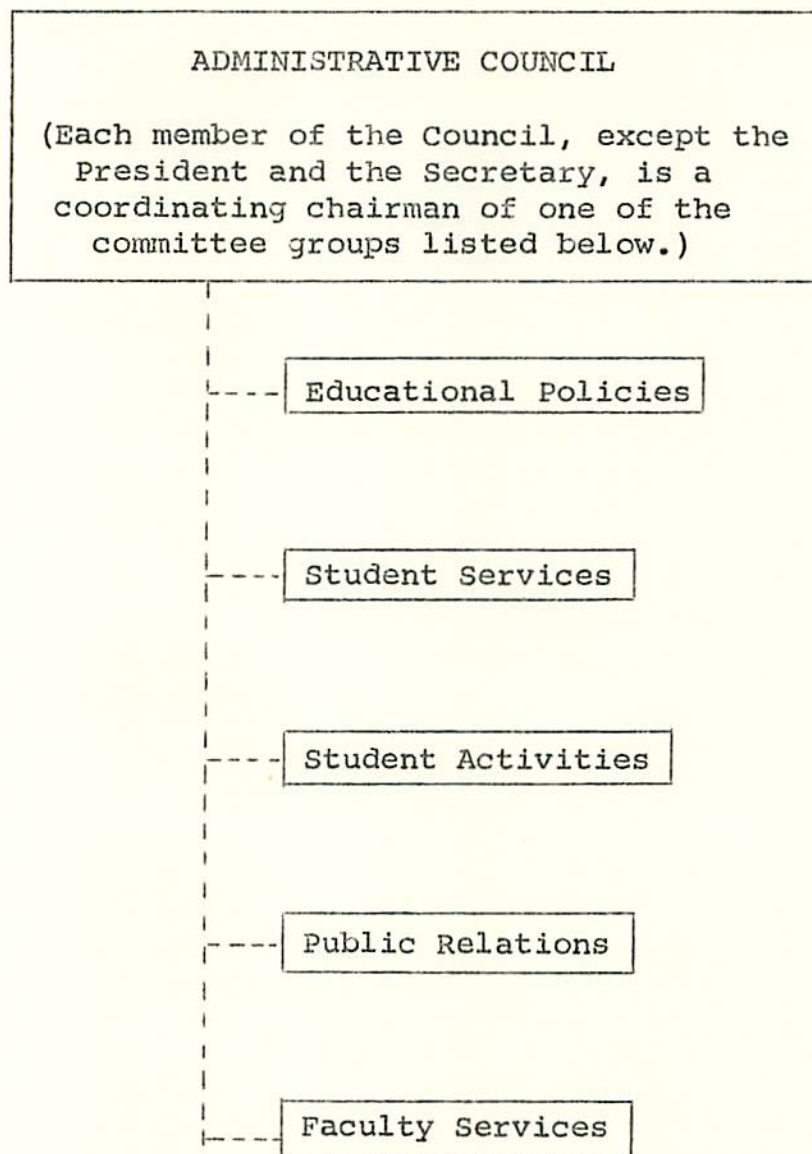


Figure 2. Committee Organization



## NDEA Local 55

A third type of organization is contained in a chapter of the North Dakota Education Association: Local 55, limited to members of the college faculty on a dues-paying basis. Through this organization the college is connected with other colleges throughout the state and with other groups concerned with public school education.

On one hand, the local provides such personal services as honoring those who retire; on the other hand, it is the connective link through which all state colleges seek to improve salaries, fringe benefits, and higher education in general through the facilities of the parent organization.

## CHAPTER II

### FACULTY SERVICE AND MORALE

#### Competence of the Faculty

Twenty-three persons are actively engaged in teaching at the Ellendale State Teachers College during the 1961-62 academic year. That number allows a minimum of two members for each department, not counting part-time instructors.

Degrees. Four members (19%) have attained the doctorate. Nearly half of the remaining members (48%) have completed work beyond the master's degree, ranging from five to 67 semester hours. In other words, 66 per cent of the entire faculty have some graduate work beyond the master's degree. Only 33 per cent of the members have no work beyond the master's degree; but many of these are recent graduates, and most of the younger members are making normal progress toward the doctorate. Of primary importance is the fact that no member of the instructional staff at the college has less than the master's degree, as shown in Figure 3.

Age. The age of the faculty ranges from 25 to 67 years, with the median age 40.5 years. Table I illustrates that the faculty as a whole is old enough to be stable, yet young enough to have ideas, as 18 (76.9%) are under 50 years of age.



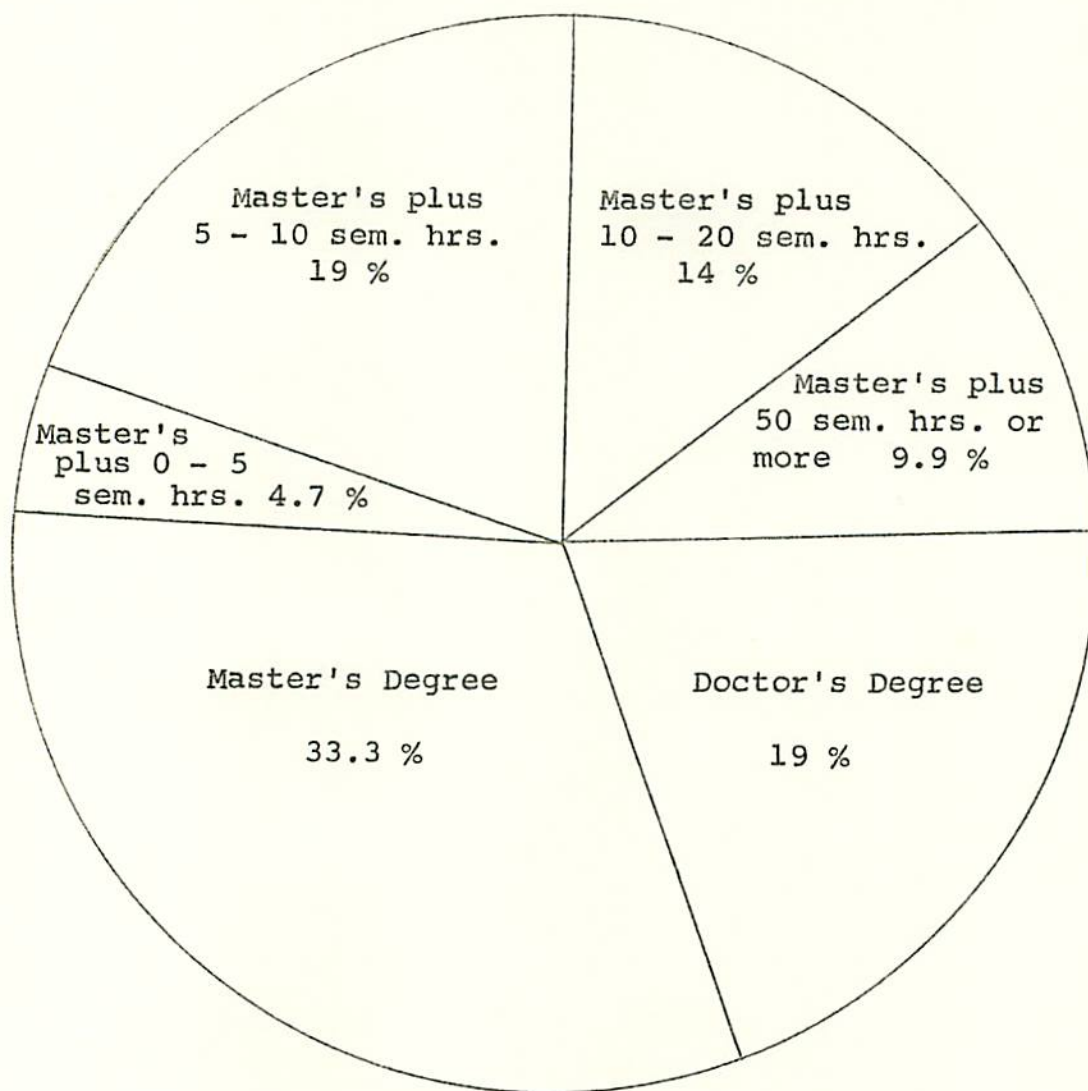


Figure 3. Faculty Degrees and Graduate Study

Most members of the faculty earned their advanced degrees in the period of 1950 to 1959, as shown in Table II. This indicates a relatively young faculty in the matter of graduate study.

TABLE I. AGE DISTRIBUTION OF FACULTY

Age Range	20-29	30-39	40-49	50-59	60-69
Number	2	7	9	4	1

TABLE II. DEGREES ATTAINED BY FACULTY

Date of Degrees	1930-39	1940-49	1950-59	1960-62	Total
Doctor	1	0	3	0	4
Master	1	1	12	5	19

Many of the institutions of higher education in North Dakota were criticized by the U.S. Office of Education in a 1958 survey for what was called "inbreeding." At Ellendale 73.9 per cent of the faculty attained advanced degrees at colleges and universities outside the state, and 65.1 per cent were born outside of North Dakota. These points contribute significantly to the breadth of experience available to the students.

Experience. Table III shows the experience of the faculty on the college level. Ten members (43.5%) have had



teaching experience of from one to 13 years at other colleges and universities, while 13 (56.5%) have had college experience only at Ellendale.

Table IV shows the experience of faculty members on the elementary and secondary levels. A balance of educational experience is indicated at all levels, a desirable feature for a teachers college. All but seven members of the faculty have taught in either elementary or secondary schools, and several have had experience in both.

TABLE III. COLLEGE TEACHING EXPERIENCE

Years	1-4	5-9	10-14	15-19	20-plus	Total
Ellendale	10	9	1	2	1	23
Other colleges	7	1	1	2	0	11

TABLE IV. NON-COLLEGE TEACHING EXPERIENCE

Years	1-4	5-9	10-14	15-19	20-plus	Total
Administration	2	2	0	0	0	4
Secondary	6	4	3	0	0	13
Elementary	2	2	2	1	0	7

The average length of service for the entire full-time faculty is 6.24 years. Only two resignations and two retirements have occurred in the past three years, while six new staff members have been appointed in the same period.

Organizations and Publications. Members of the instructional staff hold 43 memberships in national and regional professional societies and associations for an average of 1.9 per person. Memberships in state organizations number 27, an average of 1.17 per person. During the past two years, members have attended 20 meetings outside the state and 40 meetings within the state. The number is not high, but travel funds are limited, and in several instances faculty members have attended meetings at their own expense. The administration has consistently striven for increased funds for faculty travel.

During the past two years faculty members have published seven articles. Two additional articles have been accepted for publication, and several more are in preparation. The low rate of publication can be partly explained by the facts that emphasis has been laid upon instruction and that most of the faculty members have been revising syllabi and course outlines under the revised curriculum.

#### Conditions of Faculty Service

Tenure. The State Board of Higher Education, recognizing that academic freedom and economic security are indispensable adjuncts to higher education, adopted a policy



on tenure in June, 1959 (see Appendix E). Basically, the policy provides that (1) tenure shall be extended to faculty members who have satisfactorily completed three academic years of service, (2) no person with tenure shall be dismissed except for adequate cause, and (3) charges or reasons for dismissal shall be made in writing not less than three months prior to dismissal. This policy appears to be in general conformity with the tenure policy recommended by the American Association of University Professors.

Academic Rank. In 1959 the faculty voted to establish academic rank for the instructional staff. To this end a faculty committee was elected and instructed to prepare a ranking instrument (see Appendix F). Armed with two studies of practices at other colleges and universities (see Chap VII), the committee prepared the criteria and saw it approved by the faculty. The same committee was then called upon to rank the current members of the faculty and recommend the results to the President, who in turn submitted them to the board for approval. Final approval was received in September, 1960.

To insure the continuance of the process, the faculty set criteria for and elected a committee to review faculty status annually and to make recommendations for promotion and the extension of tenure.

Class Size and Load. During the fall semester of 1961, the equivalent of 194 full-time students attended the college. Hence the ratio of students to full-time instructional members of the faculty (194:19) was approximately 10 to 1. The average number of clock hours devoted to instruction by full-time faculty members is 14.4 hours per week, not including allowances for administrative duties and for directing such activities as athletics, dramatics, and band.

Freedom of Teaching. Complete academic freedom exists at the college. There are no limitations or restrictions on the problems, questions, and ideas to be investigated. All agree that it is desirable to elaborate all areas to the best of the ability of the instructor. The concept entails the development of the student's ability to analyze and develop conclusions on the basis of the available data, not to fit him into a stereotyped pattern. The state requires an oath of affirmation, but one which does not limit investigation.

#### Recruitment and Induction

Recruitment of New Staff. When a vacancy occurs at Ellendale, it is made known in as many places as possible in an effort to attract desirable personnel. Members of the administration and faculty are encouraged to suggest



applicants to get as wide a selection as possible. The original recommendation is the responsibility of the department head concerned. He makes his selection known to the Dean of Instruction and the President, and the candidate is invited to visit the campus. If the candidate is interested in the position, and if he is satisfactory to the department head, the Dean of Instruction, and the President, terms of employment are worked out and the President recommends the appointment to the Board of Higher Education. If approved, the applicant is offered a contract by the President.

Induction of New Staff. Because the college is small, the new faculty member becomes acquainted quickly with other staff members; the result is early familiarization with the policies and procedures in effect. The applicant receives a copy of the Faculty Handbook when he visits the campus or when a contract is issued. The department head and the Dean of Instruction make every effort to help the new member with instructional procedures and equipment, as well as with such personal problems as housing. In addition, appointments with the President are easily arranged.

#### Aids to Growth

Improvement of the faculty includes tenure, rank, academic freedom, teaching load, attendance at professional

meetings, and salaries. Other items such as sabbatical leave, leave of absence, reduced load, and retirement policies also play a significant part. In addition, the Librarian maintains a faculty browsing shelf where materials and data on current educational aims and problems are easily accessible to the staff. This library service must also be considered an aid to growth.

Sabbatical Leave. For the purpose of advanced study, a faculty member who has served at the college for at least seven years may be given a sabbatical leave for as long as one academic year at half-pay. In the past two years, one member of the faculty has been on such leave twice, with his total leave time the equivalent of one academic year.

Leave of Absence. A member of the faculty may be granted a leave of absence on the recommendation of the President and the approval of the Board of Higher Education. In the past three years, two members of the faculty have received foundation grants and were on leave for a summer, and one member will be on leave under a similar grant during the summer of 1962. Another faculty member has been on leave during the 1962 spring semester to study for his doctorate.



Reduced Load. On several occasions the academic load of a faculty member has been reduced significantly to enable him to complete work for an advanced degree. Two persons have been aided in this manner in the past two years. In both cases, other staff members have been willing and able to assume more than their normal duties, and the policy seems to be fully acceptable to all members of the staff.

#### Retirement and Fringe Benefits

The State Board of Higher Education has recently adopted a new retirement policy which becomes effective July 1, 1963 (see Appendix G). It provides that a person in an administrative position must retire from the administrative assignment at the age of 65. A person may be retained on an annual basis until the age of 70 in a non-administrative post. A member of the teaching or research staff must retire at the age of 70.

A State Teacher's Insurance and Retirement program, established by legislative action, is compulsory for all teachers in public schools and colleges in North Dakota. A member becomes eligible for an annuity after 25 years of teaching or administrative service, of which 18, including the last five years, must have been in North Dakota. The

minimum age for eligibility for the annuity is 55.

Assessments are made on the basis of the following formula: Four per cent of the annual salary but not more than \$120 per year for the first eight years; five per cent but not more than \$180 per year for the next eight years; and six per cent but not more than \$200 per year thereafter. The fund is maintained by equal payments from the teacher and the employer. Should a person leave the state, he may withdraw the money he has contributed.

The amount of the annuity is dependent upon the date of joining the program, the salary earned during membership, the option selected for payment, and a number of other technicalities. The maximum amount of payment is \$1,800 per year.

All employees of the college are included in the Federal Social Security program, and all are covered by the State Workmen's Compensation Insurance program. Blue Cross and Blue Shield are available on a voluntary basis at the expense of the individual.

#### Faculty Housing

Housing for faculty members is of several kinds, conditioned to some extent by the individual's marital status and the availability of houses in the community. Two



members live in the men's dormitories, one as a proctor and the other awaiting completion of his house; three have college-owned apartments, ten own their homes, four rent college-owned houses, and three have apartments in Ellendale.

### Recreation

It is possible for faculty members and their families to engage in a wide variety of recreational pursuits. Many church, fraternal, and social organizations exist in Ellendale, and the larger cities of Aberdeen and Jamestown are close enough to allow attendance at civic artists' series. Activity tickets admit faculty members and their families to all college athletic games and other activities. Most of the outdoor activities, such as hunting, fishing, swimming, golf, skating, tennis, and flying are readily available.

The diversity of interests expressed by the faculty shows a variety of recreational pursuits. Their interests range from depth in their academic specialties to a host of cultural concerns. Interest is manifest in music, art, politics, church work, photography, and occupational therapy, to list but a few.

## CHAPTER III

### STUDENT LIFE AND SERVICES

#### Nature of Student Body

By informal agreement with other state colleges of North Dakota, the primary area to be served by the college at Ellendale has in the past consisted of six counties in the southern part of the state. However, there has never been an attempt to limit the state colleges to strict geographic boundaries. For example, the college at Ellendale provides industrial arts education for the entire state, and publicity concerning all curricula is being broadcast state-wide.

During the 1961-62 academic year, 43 per cent of the students came from an area within 30 miles of Ellendale. Figure 4 shows the counties of North Dakota represented by the student body. Twenty-five students came from the following states: South Dakota, Minnesota, Wisconsin, Delaware, Maine, Wyoming, and New York.

The number of full-time students, part-time and special students, and summer session students for the 1956-57 through 1961-62 school years appears in Table V. The increase in part-time and special students for the 1960-61 and 1961-62 school years comes from an expanded program of off-campus courses designed to improve the qualifications of teachers in the six-county area.



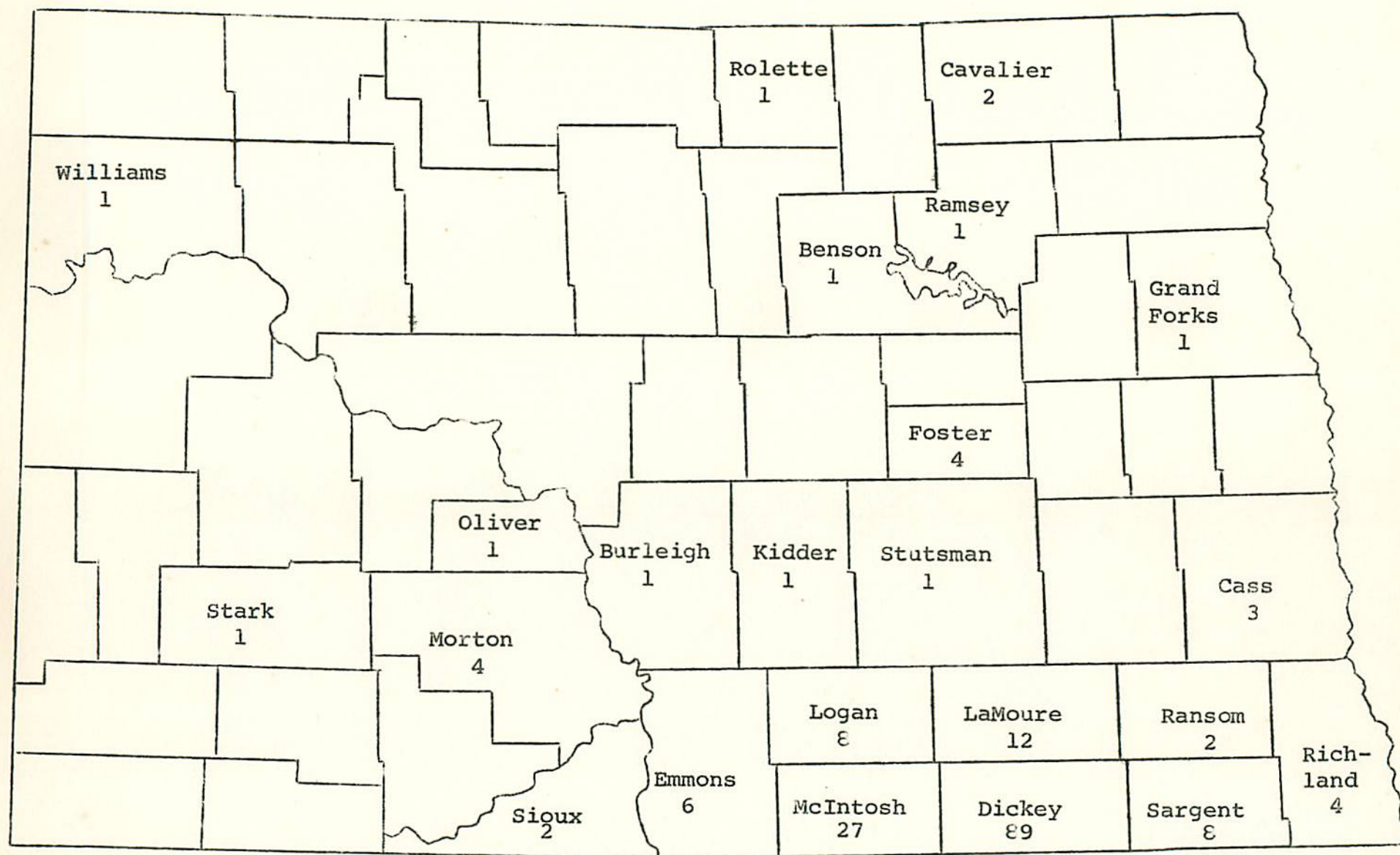


Figure 4. Distribution of Students  
(Including both semesters, 1961-62)

TABLE VI. DISTRIBUTION BY NORTH DAKOTA COUNTY

County	1955-6	1956-7	1957-8	1958-9	1959-60	1960-1	1961-2
Barnes	1	1	1	1			
Benson		1	1	2		1	1
Bottineau			1				
Bowman		1	2				
Burke	1		1	1	1		
Burleigh		3		1	1	1	1
Cass			1	1		2	3
Cavalier					1	1	2
Dickey	96	92	92	96	102	80	89
Emmons	5	7	7	11	9	4	6
Foster							4
Grand Forks					3		1
Grant	1						
Kidder			1				1
LaMoure	16	29	26	20	14	11	12
Logan	3	9	14	12	10	10	8
McHenry			1	1			
McIntosh	25	36	37	41	33	27	27
Morton		3	5	10	7	4	4
Mountrail	1	3	1		1		
Oliver							1
Ramsey						1	1
Ransom	3	2	2	1		1	2
Richland	5	4	5	3			4
Rolette		2	4	7	5	2	1
Sargent	15	18	15	11	5	6	8
Sioux			1	5	3	7	2
Stark						1	1
Steele						1	
Stutsman	1		2	2		3	1
Towner				2			
Walsh				1	1		
Ward	1	1					
Wells	2	3	1				
Williams				1			1
TOTAL	15	17	22	21	15	18	23

(Includes full-time and part-time students for school year.)



Much of North Dakota is subject to a declining population as farms are consolidated; consequently, the growth of the Ellendale student body depends on drawing larger percentages of college-age persons and on drawing from areas outside the counties normally served by the college. Table VI shows that the number of counties represented by the student body has been increasing, an indication that the drawing power of the college may be improving.

TABLE V. STUDENTS IN FALL AND SUMMER TERMS

Full-time	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62
Freshmen	117	87	111	75	67	81
Sophomores	54	66	57	59	47	41
Juniors	36	32	42	34	32	29
Seniors	14	34	34	41	27	31
SUB-TOTAL	221	219	244	209	173	182
Part-time	6	10	9	14	72	83
FALL TOTAL	227	229	253	223	245	265
Summer	188	225	207	179	161	152
GRAND TOTAL	415	454	460	402	406	417

#### Admission and Guidance

Students are admitted to the college on the basis of graduation from high school, certification of 15 high school units with proper distribution, or presentation of satisfactory results on GED tests. Transfer students from accredited colleges are admitted on the basis of previous

college scholastic records; transfers from non-accredited colleges are required to validate their credits.

To interest prospective students, college catalogues are mailed to area school superintendents and guidance counselors. In addition, catalogues are mailed upon request to high school seniors. An admission blank is included, but a statement in the catalogue attempts to discourage high school students of the lowest 25 per cent scholastically from applying for admission.

Each spring the college participates in high school career days, sends representatives to counsel seniors at the high school's request, and invites high school students to participate in such campus events as the science and the industrial arts fairs.

After receipt of a prospective student's application, the Registrar mails a college newspaper, a booklet of suggestions for dormitory living, and copies of orientation and registration procedures to him.

#### Orientation of New Students

On-campus orientation of new students starts when the incoming freshmen assemble a day before the arrival of the upperclassmen. All members of the faculty, the Student Council, and other selected upperclassmen participate in



an orientation program in the morning and help the freshmen to register in the afternoon (see Appendix K).

Individual Conferences. At registration, each student is assigned to a department head or adviser for academic counseling. As long as the student retains his anticipated goal, he is counseled by the same faculty member, who is responsible for guiding the student through his prescribed curriculum and advising him on problems pertaining to academic load and scholastic standing.

Group Conferences. Freshmen are required to enroll for a general education course listed in the college catalogue as Orientation 106, carrying one semester hour of credit and meeting once weekly during the first semester of the freshman year. Various members of the faculty serve as instructors, conducting lectures and discussions on college and personal orientation, study and recreation, communication skills, note-taking and note-keeping, and examination skills during the 18 weeks of the semester.

Further Orientation. It is the philosophy of the Faculty Counseling Service Committee that orientation does not end with the last session of the fall semester course in that subject. On the contrary, the committee believes that each faculty member, through day-to-day advice and

class leadership, plays an important role in continuous orientation of students. In a small college, a great deal of informal counseling by the faculty takes place, and the students freely seek advice from many of the staff members.

#### Student Records

Two types of current records are maintained by the college: academic records are kept by the Registrar, and non-academic records are kept by the Director of Student Personnel.

Academic Records. Student permanent record cards are kept in a locked fireproof vault when not in use. Cards currently in use are available at any time to the faculty, but the Registrar is always responsible for their security. These cards include a summary of high school grades, credits, test scores, and rank in class, results of GED tests, and results of the college standardized testing program.

The record of work taken at the college includes the course, department, name, and number, the date the course was taken, and the semester hours and grades earned. Other items include a photograph of the student, his identification including full name and sex, date and place of birth, names and addresses of parents or guardians, college majors and minors, and date of graduation.



Non-Academic Records. A manila file folder for each student is kept in the office of the Director of Student Personnel. Into these folders are placed the results of standardized tests, health examinations, and a student data card which includes information on school and family background, college majors and minors, college and high school activities, hobbies, and honors won. In addition, the folder contains semester reports of grades earned in college, statements of any academic or disciplinary action, and records of commendable behavior.

#### Counseling

In a small college, the counseling of students to a large degree is best accomplished by individual staff members in their day-to-day contacts with students. Since classes are usually small, the instructor learns to know the student well. Students thus come to realize that the instructors of their choice are ready and able to help them, not only with academic problems but with personal and vocational problems as well.

Diagnosis and Procedures. Although the college believes that academic difficulties can best be discovered by the individual instructors, it realizes, nevertheless, that some student difficulties must be discovered through

other means. Mid-term deficiency reports are sent to the Director of Student Personnel. He interviews all students who are reported as academically failing in an attempt to discover the cause. It is assumed that all academically deficient, but not otherwise failing, students have been notified and interviewed by the instructor concerned.

Guidance of a more personal nature is organized in a different manner. Men's dormitory proctors who are members of the college staff, are responsible for the program of counseling on personal problems by group and individual techniques. The same procedure is followed for the women in their dormitory life, with the Dean of Women doing the counseling. It is the responsibility of the Deans of Men and Women to serve as counselors for the married students and for those students who live in private homes in the community. In each of the college dormitories a student house council functions to discuss and dispose of common problems related to dormitory living.

#### Student Discipline

It is the philosophy of the college that discipline is a personal problem and that the individual student, through proper guidance services, is responsible for his own destiny. The college believes that the student will



come to realize that in a democracy the individual must be cognizant of his own weaknesses and strengths and that he must strive toward self-improvement in better group living.

The Deans of Men and Women are the officials responsible for handling cases of individual or group infractions. To further study the more serious discipline cases, a Discipline Committee composed of faculty members and students is always on call. The college assumes that each case is considered on its merits, with the welfare of the individual being considered carefully before a decision is reached. That decision may be a warning, probation for a stated period, or suspension; formal notices of probation or suspension are sent to the student, his parents or guardian, and all members of the faculty. A student on probation may not represent the college in any capacity.

Flagrant breaches of discipline concerning individuals and the college as a whole have been considerably reduced in the past several years. Since 1959, the Discipline Committee has had but one case to review.

#### Extra-Curricular Activities

The college believes that students desire and are in need of activities which are primarily recreational and social. On the other hand, it believes that all such act-

ivities must be under the direction of an advisory system to insure that over-participation does not result.

Athletic Program. The college is a member of the North Dakota Intercollegiate Athletic Conference, participating in football, basketball, wrestling, baseball, and track. Approximately 30 per cent of the men students participated in intercollegiate athletics during the current year. All conference activities are controlled by a Board of Directors consisting of faculty representatives, appointed by presidents of member institutions, who must not be coaches or athletic directors.

Efforts to avoid over-emphasis on athletics have been successful at Ellendale. Table VII shows that representatives of the college have been able to arrange intercollegiate schedules with no undue absence from classes.

For men students, the only intramural activity on the campus at present is basketball. The women have a more varied program, nearly half of them taking part in a number of sports activities throughout the year through membership in the Women's Recreation Association.

Other Activities. The program of student activities is designed to meet the needs of students in eight areas:

- (1) Student government is fostered by the Student



TABLE VII. ESTC ATHLETIC SCHEDULES 1962-63

Date	Event	Time	Day	Time Lost
1962 Track				
Apr 14	Aberdeen Relays, Aberdeen	10:00	Saturday	None
Apr 23	Jamestown Relays, Jamestown	10:00	Monday	All Day
May 5	Bison JC Meet, Fargo	10:00	Saturday	None
May 8	Triangular Meet, Jamestown	1:00	Tuesday	Half Day
May 12	Eastern Division, Jamestown	10:00	Saturday	None
May 19	Conference, Valley City	10:00	Saturday	None
1962 Baseball				
Apr 24	Ellendale at Mayville	2:00	Tuesday	All Day
Apr 28	Valley City at Ellendale	2:00	Saturday	None
May 1	Ellendale at Wahpeton	2:00	Tuesday	Half Day
May 5	Mayville at Ellendale	2:00	Saturday	None
May 8	Wahpeton at Ellendale	4:00	Tuesday	None
May 12	Ellendale at Valley City	2:00	Saturday	None
1962 Football				
Sep 14	Ellendale at Mayville	7:30	Friday	Half Day
Sep 21	Valley City at Ellendale	7:30	Friday	None
Sep 29	Ellendale at Dickinson	7:30	Saturday	None
Oct 6	Jamestown at Ellendale	2:00	Saturday	None
Oct 13	Ellendale at Wahpeton	2:00	Saturday	None
Oct 19	Minot at Ellendale	7:30	Friday	None
Oct 26	Bismarck at Ellendale	2:30	Friday	Half Day
Nov 3	Ellendale at Morris Branch	8:00	Saturday	None

Council, the Dacotah Hall Government Association, and the Men's Dormitory Council.

(2) Social functions are the primary purpose of Delta Alpha Pi, a fraternity for men, and the Social Life Committee, composed of four faculty members and four students. The social calendar is coordinated and publicized by the Dean of Women.

TABLE VII. (Cont.)

Date	Event	Time	Day	Time Lost
1962-63 Basketball				
Dec 8	Mayville at Ellendale	7:30	Saturday	None
Dec 11	Ellendale at Wahpeton	7:30	Tuesday	None
Dec 13	Jamestown at Ellendale	7:30	Tuesday	None
Dec 20	Ellendale at Valley City	7:30	Thursday	None
Jan 11	Minot at Ellendale	7:30	Friday	None
Jan 15	Ellendale at Jamestown	7:30	Tuesday	None
Jan 19	Bismarck at Ellendale	7:30	Saturday	None
Jan 23	Ellendale at Bottineau	7:30	Wednesday	None*
Jan 24	Ellendale at Minot	7:30	Thursday	None*
Jan 31	Valley City at Ellendale	7:30	Thursday	None
Feb 6	Wahpeton at Ellendale	7:30	Wednesday	None
Feb 8	Ellendale at Bismarck	7:30	Friday	None
Feb 9	Ellendale at Dickinson	7:30	Saturday	None
Feb 14	Ellendale at Mayville	7:30	Thursday	Half Day
Feb 16	Bottineau at Ellendale	7:30	Saturday	None
Feb 18	Dickinson at Ellendale	7:30	Monday	None
(Four non-conference games yet to be scheduled)				

\*Holiday

(3) Student publications consist of a monthly newspaper, The El-O-Quent, and a yearbook, The Snitcher, published by the students with the aid of faculty advisers.

(4) Physical recreation is promoted by the Lettermen's Club and the Women's Recreation Association, which has been particularly active during the past two years.

(5) Music appreciation and experience are provided by the college chorus, small vocal ensembles, and the college band.

(6) Dramatic performances are sponsored by the Carnegie



Masquers, who have created great public interest through outstanding performances during the past two years.

(7) Religious emphasis is encouraged by the interdenominational Christian Youth Fellowship and by several church youth groups.

(8) Departmental interests are met by the Student Education Association and the Industrial Arts Club.

All campus organizations promote some social activity at their semi-monthly meetings and sponsor at least one all-college social function during the year. Three of these functions in 1961-62 were dances, held in the Armory; other functions, held in the Student Center, were combination dancing and games parties. Funds for all-college functions were provided by the student activity fee, administered by the Student Council. During the current year, the Social Life Committee, assisted by student organizations, has sponsored four informal coffee hours in Dacotah Hall for the faculty and students.

Homecoming activities are planned and carried out almost exclusively by the students within the stated policies of the college administration.

#### Financial Aids

Loans. Four types of loan funds are available at the

college. One is the North Dakota State Student Loan Revolving Fund. The maximum that a student may borrow from this fund is \$500 per year, to a total of \$2,000. Qualifications are (1) residency in the state, (2) graduation from a North Dakota high school, (3) completion of one term of college work with at least a C average, and (4) maintenance of a C average for additional loans.

A second loan source is the National Defense Education Act Student Loan Fund, in which the college shares in the state allotment. At present, eight students are attending the college on funds borrowed from this source.

The college also has four institutional loan funds for financial assistance to a limited number of students. The loan committee attempts to limit this source to seniors, so that repayments can start replenishing the fund during the following fall.

A fourth is the benevolent type of loan fund, such as the P.E.O. Sisterhood makes available. Although the college has no control over these funds, it can direct students to them and help with applications and recommendations.

Scholarships. The State of North Dakota offers tuition scholarships through the Board of Higher Education, available to high school graduates on the basis of



scholarship, need, and character, the number each college receives being based on enrollment. The Ellendale State Teachers College receives four such scholarships each year, providing for the waiver of college fees to a maximum of \$90 per year.

Grants-in-Aid. The ESTC Foundation, an organization of Ellendale and area residents, provides grants-in-aid for worthy students. Twenty-eight grants are currently available, each amounting to \$100, based on scholarship and need. The college determines the recipients, but the foundation administers the program and disburses the funds.

Part-Time Jobs. Thirty-six students worked part-time at the college during the current year, working a maximum of 150 hours each semester and receiving from 60 cents to one dollar per hour. Students hold their part-time jobs on the basis of satisfactory scholarship and work on the job. Students may be hired as janitors, maintenance assistants, clerical and library assistants, laboratory assistants, and ticket takers. Applications for such jobs are made at the Business Office.

Many students also secure part-time jobs in the community. For example, 17 women students held jobs in homes or business establishments during the current year, several

earning board and room. The Dean of Women closely supervises the terms and nature of such employment.

#### Health Service

Physical examinations are required of all incoming freshmen, all candidates for intercollegiate athletic teams, and all candidates for graduation from the college. Each student is assessed a health fee of \$3 per semester, for which benefits to the student, for injuries incurred in school activities, include the following:

(1) Hospital care, with the fund paying one-half the expense to a total of \$25; (2) surgery, covered by the fund; (3) 90 per cent of the cost of medical care to a total of \$250; (4) immunization (with signed consent of parent or guardian) in the fall semester for tetanus, smallpox, and (5) one dormitory call from the physician in addition to calls at the clinic.

A local physician is paid a retainer for his services. The college has no infirmary, but the Ellendale Clinic (four blocks from the campus) and the Memorial Hospital (across the street from the clinic) both serve the college satisfactorily.

#### Student Housing

Facilities owned and operated by the college for housing



students consist of one women's dormitory, two men's dormitories, eight duplexes, and six trailer sites.

In the women's dormitory, the residents are self-governing under the guidance of the Dean of Women (the resident adviser), who works with the House Council to promote a well-rounded educational, social, and recreational program. Educational facilities include a daily newspaper, current magazines, extensive reference materials, a typewriter, and dictionaries. Social facilities include a recreation room, a student reception room, and a spacious parlor. Recreation equipment includes three pianos, a television set, a radio-phonograph, reading material, and games.

The women's dormitory was redecorated in March, 1962. New furniture has been ordered for the 15 rooms on the second floor. Fourteen rooms have modern metal furniture. Students are provided with a laundry, sewing machines, a hair dryer, a soft-drink dispenser, and a hot plate.

The modern men's dormitories, constructed in 1956 and 1957, house 92 students and their proctors. The current proctors are competent, degree-holding staff members.

Duplexes, converted from barracks into apartments in 1955, are equipped with oil heat and electric hot water

heaters to provide facilities for married students. Those with mobile homes may rent space in the trailer court.

### Student Boarding

Students living in college dormitories are required to board at the college-operated cafeteria located on the ground floor of Dacotah Hall. The seating capacity is 100; the food is well-balanced, wholesome, well-prepared, and nominally priced. Board is paid one month in advance on a weekly basis of five or seven days. Any exception must be cleared through the Business Manager. Off-campus students may purchase meals singly or by the month. The Dean of Women supervises the dining hall and uses it for social education. The head cook works with the head of the physical education department in preparing special diets.

A conveniently located coffee shop is operated in conjunction with the College Bookstore. Short order meals, lunches, and refreshments are available during the days that college is in session. The horseshoe counter, booths, and adjoining private room can accommodate 60 students.

### Placement Bureau

The college maintains a placement service for graduates from all curricula. A full-time secretary to the Director of Student Personnel is employed during the spring



semester to assemble and circulate credentials. The Director of Student Personnel not only posts all vacancy notices; he also seeks out and advises individual students he believes would fit specific positions, contacts public school administrators, and arranges interviews.

## CHAPTER IV

### CURRICULUM AND INSTRUCTION

#### Curriculum

The faculty of the Ellendale State Teachers College recognizes the primary role of the institution as that of teacher education; therefore, the concerns of the faculty have been addressed to the major phases of a good program of teacher education: (1) general education, (2) professional education, and (3) academic concentration.

The program, representing a complete revision which went into effect in September, 1961, and involving a change from the quarter to the semester system, was based on a curriculum study of 28 selected colleges and universities in all parts of the United States (see page 93). A continuing study of 60 colleges and universities is underway as a basis for current evaluation and any future changes.

New Courses. The procedure for introducing a new course or dropping an old course is clearly defined by the Board of Higher Education. The instructor recommends the change to his department head who, if approving the change, forwards it to the Dean of Instruction. If the Dean and the President approve, the President then recommends the



change to the board. If the board approves, the change goes into effect.

Five new courses in health and physical education were approved by the board this year after the college had submitted a request documented by a study of current practices in other colleges and universities (see page 94).

General Education. The purpose of the program in general education is to provide a common foundation upon which the student can build; it looks at the student as a responsible human being and a citizen in a free society. A complete revision of the program was initiated in 1959; minor changes have been made since that time to bring the program to its present form.

The general education program consists of 45 semester hours of courses involving the central disciplines: the sciences, the social sciences, and the humanities. The patterning of courses is developed so that offerings are effectively articulated with the education the students have received in the secondary schools in this area of North Dakota. Required courses are listed in Table VIII.

Professional Education. During the last seven years, members of the faculty have studied the practices of good teacher-education institutions concerning a common

TABLE VIII. GENERAL EDUCATION REQUIREMENTS

Students in the degree curriculum take 45 semester hours of general education in the first two years, as follows:

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Communications .....	9 semester hours
Communications 101-102 .....	6 hours
Library Usage 107 .....	1 hour
Speech Fundamentals 205 .....	2 hours
Humanities .....	10 semester hours
World Literature and Philosophy 201-202 <sup>1</sup> .....	6 hours
World of Art 108 .....	2 hours
World of Music 109 .....	2 hours
Science and Mathematics <sup>2</sup> .....	9 semester hours
Biological Science 104 .....	3 hours
Physical Science 206 .....	3 hours
Introduction to Mathematics 105 .....	3 hours
Social Sciences .....	13 semester hours
Freshman Orientation 106 .....	1 hour
American Institutions 111-112 <sup>3</sup> .....	3-6 hours
Western Civilization 121-122 <sup>3</sup> .....	3-6 hours
General Psychology 207 .....	3 hours
Health .....	4 semester hours
Physical Education 114-115 .....	2 hours
Personal Hygiene 204 .....	2 hours

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<sup>1</sup> Two semesters of a modern foreign language is an acceptable alternate choice.

<sup>2</sup> Students who take a year of chemistry or biology or the algebra-trigonometry-geometry sequence do not take the general education courses in science or mathematics.

<sup>3</sup> A student may fulfill his requirements by taking a year of one course and a semester of the other for a total of nine semester hours.

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professional sequence. As a result of many studies and conferences with various North Central Association personnel (see page 94), the faculty developed and put into effect in September, 1961, a sequence of 22 semester hours required of all students who are preparing to teach in elementary or secondary schools. Table IX shows the courses required.

The most vital part of the entire sequence is the student teaching semester, which calls for full-time student teaching in public schools of the area. The student spends at least nine weeks in a school off the campus, under the supervision of experienced classroom teachers. The Director of Student Teaching from the college staff, together with faculty members from the student's major and minor academic departments, works cooperatively with the public school officials to give the student meaningful, vital teaching experiences in actual classroom situations. The program entails a great deal of travel by the Director of Student Teaching.

Following the actual teaching experience comes a seminar in Special Problems of Education. This course is designed to give the student an opportunity to review his teaching experience and to study in areas where further study is indicated.

Academic Concentration. The college offeres majors in seven areas and minors in nine areas. Table X lists the credit-hour requirements. Of special importance is the fact that no general education course may be counted toward a major or a minor.

#### Off-Campus Courses

College-credit extension classes are organized and conducted in any community where sufficient numbers of students may be assembled and qualified instructors are available. While most of the classes are currently offered for public school teachers, other groups and individuals are invited to participate. Students who register for extension classes are admitted on the same basis as students on the campus. Outstanding high school seniors with academic averages of B or better may also enroll for college credit with written permission by the high school superintendent or principal. Persons who are ineligible to continue in college on the campus are not permitted to register for off-campus classes.

The procedure for establishing an off-campus class is as follows: The Director of Public Services, in cooperation with public school or other personnel in a community, arranges for the class and prepares an organization form



TABLE IX. PROFESSIONAL EDUCATION SEQUENCE

American School System 204 .....	3 hours
Human Growth and Development 305 .....	2 hours
Educational Psychology 306 .....	2 hours
Student Teaching 404 (nine weeks) .....	9 hours
Special Problems in Education 405 .....	4 hours
Public School Curriculum 406 .....	2 hours

TABLE X. ACADEMIC MAJORS AND MINORS

Majors	Required Credits
Business Education .....	32 hours
Elementary Education .....	30 hours
English .....	30 hours
Industrial Arts .....	36 hours
Physical Education .....	32 hours
Natural Science .....	30 hours
Social Science .....	30 hours
Minors	Required Credits
Art .....	18 hours
Business Education .....	20 hours
English .....	18 hours
Industrial Arts .....	22 hours
Mathematics .....	20 hours
Music .....	18 hours
Physical Education .....	20 hours
Natural Science .....	20 hours
Social Science .....	18 hours

(see Appendix H) containing admissions requirements, textbook and reference data, and dates and times of class sessions. This form must be approved by the department head, the Director of Public Services, and the Dean of Instruction before the class may be started.

During the 1961-62 academic year, 14 classes were held in nine communities within 75 miles of the campus, all taught by members of the college staff.

#### Instruction

Several members of the college faculty share in administrative duties to some extent; to that degree, their administrative and instructional attitudes are indistinguishable. Only the President, the Registrar and Business Manager, and the Dean of Women have no teaching duties. Of these, only the President and Registrar are primarily concerned with the academic program. Both are vitally concerned with the quality of the teaching, the results which it produces, and the academic standards which prevail. They share with the faculty the viewpoint that the quality of classroom teaching represents one of the strong points of the college.

Improvement of Teaching. Practically no formal supervision of instruction is imposed on members of the faculty.



Rather, the Dean of Instruction and the department head exercise their influence through informal, day-to-day contacts with staff members. With such a small staff, any deficiencies show up quickly and can be corrected easily and smoothly.

Faculty members report the use of a variety of instructional procedures. The lecture method is the most common, followed closely by the discussion method. Other methods and techniques listed by the faculty include demonstrations, problem-solving, questions and answers, laboratory experiments, films, committee and individual reports, panel discussions, and required reading. Several faculty members also use team-teaching techniques. For example, radio and television specialists have been guest teachers in Physical Science 206, physicians have addressed classes in Personal Hygiene 204, and several faculty members have participated in the seminar in Special Problems in Education 405.

Adjustment of Instruction. All instructors are aware of the need for differentiation according to background and are making some provisions for it. Students are assigned to Communications sections according to performance levels indicated in a placement test. No-credit classes, extra classes, extra help from instructors, and allowance of more

time to complete projects are given those who need more encouragement. Superior students may enroll in honors study courses, offered in all academic departments. They are also encouraged to pursue special projects, experiments, advanced problems, and research reading. Further, they may be allowed more unsupervised use of the laboratories and be excused from certain review classes.

#### Evaluation of Graduates

An indication of the quality of instruction at the Ellendale State Teachers College may be found in studies of the activities of graduates. Table XI shows that more than 75 per cent of the degree graduates of the past five years are continuing in the education profession. Table XII shows that a significant percentage have attended graduate schools.

TABLE XI. OCCUPATIONS OF GRADUATES (MAY 1962)

Occupation	1957	1958	1959	1960	1961	Total
Education*	15	30	31	39	29	144
Industry	1	3	2	5	2	13
Armed Forces	1	0	1	1	1	4
Homemaking	2	3	1	2	0	8
Occ. Therapy	0	1	0	0	0	1
Ministry	0	0	0	1	0	1
Unknown	6	5	4	3	2	20
TOTAL	25	42	39	51	34	191

\*Teacher, principal, superintendent, or graduate student



TABLE XII. PERCENTAGE ATTENDING GRADUATE SCHOOLS

Class	Number	Percent	Class	Number	Percent
1956	18	50	1959	39	33
1957	25	40	1960	51	20
1958	42	36	1961	34	20.5

Evaluation Reports. The Director of Student Personnel conducts an annual survey involving the graduates of the preceding year (see page 96). The inquiry is sent to school administrators to determine the success of the beginning teacher. Ratings of the 1961 graduates included 46.8 per cent excellent, 51.1 per cent average, and 2.1 per cent poor.

An alumni survey conducted by a member of the college staff (see page 95) brought responses from 189 degree graduates from the period of 1940 to 1959. Their answers not only helped the college to evaluate its program but also aided the administration in revising the curriculum and improving the instruction.

Of the 189 reporting, 24.3 per cent had received masters' degrees, 27 per cent were working toward masters' degrees, 1.6 per cent had received doctors' degrees, 4.2 per cent were working toward doctors' degrees, and 75.6 per cent planned to continue graduate study. A total of 91 had

attended universities in 20 states, and 96 had attended colleges in 11 states. Table XIII shows how the reporting alumni evaluated their undergraduate program at Ellendale.

TABLE XIII. ALUMNI EVALUATION OF PROGRAM

Category	Gave Them Most Help	Gave Them Least Help	Believed They Needed More
Subject Matter	76.7%	2.2%	44.0%
General Education	24.8%	20.6%	31.2%
Student Teaching	45.0%	10.6%	40.0%
Special Methods	33.9%	29.1%	24.9%

In evaluating student-teacher relationships, 85.7 per cent found them about right.

#### Student Scholarship

Faculty efforts expended in the interests of better student scholarship have resulted in an improvement of student attitude, shown in increased student effort and higher standards of accomplishment. For example, a comparison of the results of English proficiency tests given students when they entered as freshmen and again when they neared completion of the sophomore year shows significant improvement.

Of 35 sophomores who took the required test in April, 1962, to qualify for teacher education, nine scored above the 70th percentile nationally (based on freshman results),



while only four scored below the 40th percentile. Scores ranged from the 31st to the 98th percentile, with the median at the 52nd percentile. Twenty-four of those tested had taken an alternate form of the same test when they entered as freshmen. Table XIV shows the comparison of their percentile rankings, with the freshman score shown first.

TABLE XIV. ENGLISH PROFICIENCY TEST RESULTS

Student Rank		Student Rank		Student Rank		Student Rank	
1	97-98	7	31-71	13	41-51	19	14-15
2	83-90	8	58-71	14	27-49	20	16-45
3	55-83	9	56-65	15	35-49	21	41-39
4	74-82	10	44-63	16	26-47	22	22-34
5	64-80	11	23-54	17	30-47	23	31-32
6	59-71	12	1-52	18	14-46	24	3-31

Records compiled by the Registrar on students who failed to continue in college during the past five years show that nearly 44 per cent of them dropped out for scholastic or disciplinary reasons, as shown in Table XV.

The 40 students who transferred entered such institutions as the University of North Dakota, North Dakota State University, the University of Minnesota, Macalester College, Pacific University, and various business, trades, and mortuary schools.

TABLE XV. STUDENT WITHDRAWAL FROM COLLEGE

Reason	1957	1958	1959	1960	1961	Total
Scholarship	19	25	16	17	10	87
Discipline	1	1	9	1	1	13
Transfer*	5	11	11	12	1	40
Other**	21	29	32	24	4	110

\* 20 completed pre-professional courses  
 \*\* Marriage, death, military service, job, unknown

Grade Reports. Reports of each student's grades are sent to his parents or guardian after the close of each semester. Copies are also sent to the student's adviser and to the Director of Student Personnel.

Through mid-term reports of all D and F grades, deficiencies in scholarship are revealed. Copies of the mid-term deficiency notice are sent to the student, his parents or guardian, his adviser, and the Director of Student Personnel. Penalties are applied immediately. For example, during the current year the captain of an athletic team was declared ineligible at mid-term because of deficiencies, and a member of a play cast was removed for the same reason.

#### Scholarship Requirements

Probation. To fulfill the requirements of any curriculum, a student must maintain an average of at least one honor point (C) for all work taken. A student who fails to



meet one or more of the following standards is automatically placed on academic probation:

(1) An honor point average of at least 0.50 for each registration period; (2) a cumulative honor point average of at least 0.75 if the student has completed fewer than 33 semester hours of college credit; and (3) a cumulative honor point average of at least 1.00 if the student has completed 33 or more semester hours of college credit. A student must reach a cumulative average of "C" by the end of his third semester, before he is admitted to teacher education courses.

Failure to pass in one-half of the courses in which he is registered during any semester also places the student on academic probation.

Suspension. If a student on probation fails to meet the minimum standards during his next semester, he is automatically suspended and cannot return to college until after one full semester has elapsed, not including summer sessions. In any case of suspension for inadequate scholarship, the student may originate and present a petition for special consideration by the Faculty Registration and Scholarship Committee. In 1960 a student was reinstated on the basis of a B average for his last previous semester,

although his cumulative average was below C; the committee considered his B average as evidence of significant progress toward the minimum requirement.

Selective Retention. Freshman students are admitted to the various curricula of the college on the basis of their expressed interests at the time of registration, but as soon as the results of aptitude tests are interpreted, a more thorough process of selection and adjustment begins. As an example, during the first week of the 1961 fall semester, five students were advised to change from Introduction to Mathematics to College Algebra on the basis of high percentile rankings on the American College Test. The process of selection and retention is detailed in the college catalogue.

#### Graduation Requirements

Candidates for graduation must satisfy the following conditions: (1) A minimum of two semesters in residence, including the last semester; (2) recommendation for graduation by the faculty on the basis of individual achievement in academic work and those desirable personal and ethical qualities supplementing scholastic and professional education; (3) a passing grade in the English proficiency test and possession of a reasonable ability to read, write, and



speaking the English language; (4) a scholastic average of C or better, including no grade below C in student teaching and a 1.25 average in major and minor subjects; (5) a minimum of 127 semester hours of credit, of which at least one-third must be on the junior and senior levels; (6) a certificate of physical fitness signed by the college physician; (7) completion of the oath of affirmation required by the State of North Dakota of all applicants for teaching certificates; (8) satisfaction of all college financial obligations; and (9) registration with the College Placement Bureau.

#### Evaluation of Students

A poll of faculty members reveals that the subjective, essay type of examination and the objective, short-answer type are used to an approximately equal extent. Few instructors show any desire to use one type exclusively. In skill subjects, performance tests are used when they serve the purposes of the course. Diagnostic tests are used by some instructors. Other evaluation procedures reported are "amount of work turned in," direct observation, oral questioning, evaluation by other students, student-initiated extra work, and "general class work." The average value of the final examination is between one-fourth

and one-third of the semester's work.

#### Knowledge of Students

The Director of Student Personnel duplicates results of various testing programs and distributes them to the faculty for confidential use. The Librarian makes available to the staff the results of reading surveys conducted in library usage classes. The Dean of Women administers to all freshmen the New Century Social Conduct Test. The Director of Student Personnel notifies all faculty members of student disciplinary probations.

The Registrar sends to department heads the following information about the students under their advisement: Mid-term deficiency reports, academic probation and suspension notices, grades earned in all subjects, and a copy of the enrollment card for each student. The Registrar keeps on file, available to the staff, the high school transcript, vital statistics, and previous record of each student.

#### Stimuli and Rewards

In order to encourage high scholarship and superior achievement in non-academic activities, the college provides the following honors for which students may qualify:

Dean's List. A student whose honor point average is 2.25 or better for at least 16 semester hours is included



on the Dean's List of Honor Students. Two or more listings, not necessarily consecutive, entitle the student to an emblem. This honor roll is published in the local newspaper and displayed on the college bulletin boards.

Graduation with Honor. A student whose total honor point average is 2.25 or better is graduated "with honor," the designation appearing in the graduation program and announced during commencement exercises.

Election to Who's Who. Junior and senior students are eligible for election to Who's Who Among College and University Students on the basis of scholarship, leadership, and potential service to the community.

Delta Kappa Gamma. Annual honorary awards for outstanding women student teachers are made on the basis of success and general effectiveness in teaching, scholarship, character and personality, and community service.

Graduation Marshals. The two juniors with the highest scholastic averages whose total college attendance has been at the Ellendale State Teachers College are chosen as marshals for commencement and baccalaureate exercises.

Honors Assembly. About two weeks before commencement exercises, those students who have distinguished themselves in athletics, drama, music, and other activities receive their awards at a special honors assembly.

## CHAPTER V

### COLLEGE LIBRARY

#### Buildings and Facilities

The library of the Ellendale State Teachers College is housed in a modern fire-proof building at the north edge of the campus. With the basement currently used as a student center, the library facilities are convenient to many students most of the day and evening. Ample room exists for expansion of the book collection or for the inclusion of any additional modern library service. The lowest level of the stacks can be completed for housing part of the collection. Other basement areas can be used for audio-visual equipment, a listening laboratory, and a recreational reading department when a separate student union becomes available.

Current facilities include a combination class and conference room, seating 30 persons, which is equipped with typewriters to aid students in preparing materials. A reading and conference room can accommodate 75 persons. Two small offices for the library staff are also available.

Recent changes to add to the attractiveness and usefulness of the library include a general redecorating, installation of new window drapes, and the acquisition of a new 120-tray card catalogue.



### Distribution of Holdings

On March 1, 1962, the library contained 26,725 processed volumes. A continuous weeding process is being carried on, with the objective in mind that the college is primarily devoted to teacher education. The Librarian is consciously augmenting the juvenile and young people's selections for use by student teachers and the Elementary Education Department. At the same time, effort is being made to improve every section in order to give efficient service to all users of the library.

In April, 1962, the library was inspected by Dr. Orville L. Eaton, head librarian at Central Michigan University, who was visiting the college as a coordinator for the North Central Association. Dr. Eaton's subsequent report included the following paragraph:

"The college library appears to have collections well suited to the role of the college as a teacher-training institution. The library, erected in the 1930's, is quite adequate in size. A course in use of the library is required of all students."

Books are catalogued according to the Dewey Decimal System, with index cards using a standard dictionary catalogue of author, title, and subject entries. An analytical cataloguing of anthologies, particularly of drama, short stories, and biography, is in process to facilitate ease of locating material.

Reference Works. The library subscribes to the Cumulative Book Index, the Book Review Digest, the Book List, the Saturday Review, the American Book Publishing Record, and other references of the type. Other book selection aids are available, including the Wilson catalogues, the Basic Book collections, and numerous reading lists.

The pamphlet collection, approximating 1,000 items, is weeded periodically to maintain recent materials. The vertical file is cleared of outdated materials each year. A collection of catalogues from many colleges and universities of the United States is also maintained for reference. Effort is made to keep this collection of 418 items current.

The reading and reference room contains a collection of reference works including five sets of general encyclopedias, special encyclopedias in such areas as music, art, science, mathematics, gardening, and geography, and such works as Who's Who in American, Who's Who in American Education, and Europe Yearbook. Dictionaries, abridged and unabridged, are available in English and several other languages. Handbooks, manuals, atlases, books of synonyms, and biographical references add to the general and specialized reference holdings.



Periodicals. The library receives about 185 periodicals, five daily newspapers, one weekly metropolitan newspaper, and four weekly newspapers from cities near Ellendale. Indexes such as the Reader's Guide, the Education Index, the Business Periodicals Index, and the Applied Science and Technology Index are also kept up-to-date. The library receives 52 per cent of the magazines indexed in the Reader's Guide.

Current newspapers and periodicals are kept in open racks easily available to students and faculty members, and they may also be taken from the library. Older copies of magazines, bound and unbound, are also available. The open stack policy has created a problem of housing and caring for magazines, but the problem is being alleviated by an increase in the budget for binding.

#### Library Usage

Circulation of library materials has been steadily increasing each year. This increase comes primarily from the adoption by the faculty of teaching techniques that involve research projects. Supplementary reading, research for compositions and term papers, panel discussions, and individual reports or various kinds have sent students to the library stacks in increasing numbers. Other reasons

for high student usage can be traced to displays with the library, book lists, informal recommendations of books by others, and the proximity of the student center in the basement.

Daily Records. The librarians keep a daily circulation report. At the end of each month the totaled report is sent to each faculty member (see Appendix I). The statistics on circulation are compared with those of the same month of the preceding fiscal year. During the 12-month period of May 1, 1958, to May 1, 1959, the circulation totaled 12,686. From March 1, 1961, to March 1, 1962, the total circulation to approximately the same number of students was 14,909, a gain of 2,223 or 17.5 per cent. Faculty circulation from March 1, 1961, to March 1, 1962, totaled 1,582.

To ascertain the amount of materials used within the library, a daily record of materials filed has been kept since July 1, 1961. As of March 1, 1962, this total had reached 20,432. The difference between composite check-outs (13,716) and items filed presumably measures materials used by individuals in the reading room without circulation. This difference of 6,716 indicates another avenue of library usage.



Faculty Requests. Faculty members are provided with materials on request, whether for general class use or for personal reading and study. These materials are provided on an indefinite-loan basis. A routine check is made at the end of each semester to insure authenticity of records.

Departmental library budgets encourage requests from the faculty; however, the Librarian also furnishes information to faculty members concerning new materials. When new books are received, notices are mailed to the members of the faculty concerned. A listing of new arrivals is periodically sent to all instructors (see Appendix J). The report is also posted in the library for student investigation. The Librarian also furnishes bibliographical information and supplementary books for course readings.

Other Use. In addition to the personnel of the college, patrons of the library include townspeople, public school students, former students, teachers of the area, and other libraries. Circulation in this category from March 1, 1961, to March 1, 1962, totaled 3,906 items.

Circulation Study. In 1961 the library staff conducted a usage study using three one-week periods: May 15-19, July 10-14, and September 25-29. To summarize the resulting 90-page report as briefly as possible, the

the following points may be noted:

(1) Circulation for the periods under observation netted a total of 565 items loaned on a two-week basis, an average of three books per student. This indicates an average of 58 items per student per year, as compared with the 25.5 average of North Central Association colleges and universities for 1957, according to statistics of the American Library Association.

(2) Faculty members borrowed an average of five books per person, indicating a faculty circulation of 60 books per person per year.

(3) Although special services of the library may be questioned by some librarians, the philosophy of the college is to give services wherever and whenever possible to the community. The study shows that residents of Ellendale and graduate students in other colleges depend on the Ellendale college library for research aids and supplementary materials.

(4) The preponderance of juvenile materials as supplementary teaching material is a strong indication of the value of such a service within an area where such material is not readily available from other sources.



(5) The policy has not limited the availability of materials for the use of students on the campus. Community participation in a state-financed library is a service which college administrators believe broadens the usefulness of the college as a cultural center.

#### Personnel

The library has one trained librarian and four student assistants. The five-year average expenditure for student assistance is \$1,175. In addition to this staff, students in advanced cataloguing classes work part time in the capacity of library trainees. During the 1962 spring semester, three students have served in that capacity. Although financial remuneration is not given to students for class work, the training received represents valuable experience, and the assistance given the Librarian materially aids in the operation of the library. The Librarian does most of the technical work or closely supervises the projects of the assistants.

#### Education

The program of library education is strong for a college the size of the Ellendale institution. A required course in the general education program is Library Usage 107, taught by the Librarian and carrying one semester hour

of credit. Potential teacher-librarians may take advanced courses in which discussions, laboratory work, and projects are brought to reality by actual work experience, problems, and observation. Because of the small size of advanced classes, the Librarian is able to devote much time to individualized instruction with a consequent increase in the value of the course to the student.

Standards for high school librarians, adopted by the State Department of Public Instruction, require a minimum of  $7 \frac{1}{3}$  semester hours of Library Science, including  $1 \frac{1}{3}$  hours of supervised practice work, for service in schools of more than 100 enrollment. At Ellendale the Library Science program totals 10 semester hours, including four hours of supervised practice work.



## CHAPTER VI

### FINANCIAL AND PHYSICAL RESOURCES

#### Sources of Income

The Ellendale State Teachers College is a tax-supported agency of the State of North Dakota. The income of the college falls into three categories:

General Appropriations. Money is appropriated by the biennial sessions of the North Dakota Legislature from the General Fund. Approximately 80 per cent of the income of the college is from that source.

Interest and Income. Under Section 17 of the Enabling Act admitting North Dakota as a state, 40,000 acres of land were set aside for the benefit of the Normal and Industrial School. Since that time, 34,872.45 acres have been sold. The revenue from the sale of the land has been invested in federal, state, and municipal bonds and in United States Treasury Certificates. Interest on these investments, revenue from the remaining land, and income from the sale of oil and gas leases make up the Interest and Income Account. The State Land Department manages these assets and credits the college account. Approximately 10 per cent of the college income is from these earnings.

Institutional Collections. Registration fees, music and art lesson fees, and other miscellaneous items account

for a third source of income. Approximately 10 per cent of the college income is collected from the students through these fees.

### Biennial Budgets

The Board of Higher Education requires the college to prepare a biennial budget on which to base the appropriations from the income categories. Table XVI lists the percentage of the budgets allocated to the four expenditure classifications included in educational expenditure per student.

TABLE XVI. PERCENTAGE OF BUDGET ALLOCATIONS

Classification	1953-55	1955-57	1957-59	1959-61	1961-63
Administration	15.8	15.7	15.0	13.4	14.1
Instruction	53.2	53.7	53.2	54.4	52.9
Library	4.5	3.7	3.4	3.6	3.7
Plant Operation	26.5	26.9	28.4	28.6	29.3
Total	100.0	100.0	100.0	100.0	100.0

1961-63 Budget. The 1961 session of the State Legislature approved a biennial budget of \$639,648 for current operation at the Ellendale State Teachers College. Appropriated tax money accounted for \$546,648 of this amount, \$44,000 was from the anticipated revenues to the Interest and Income Account, and \$49,000 was from the amount expected



to be derived through Institutional Collections. The expenditures for the biennium were allotted as shown in Table XVII.

TABLE XVII. CURRENT OPERATION BUDGET  
FOR THE 1961-63 BIENNIUM

Classification	1961-62	1962-63	Total
Administration	43,631.00	46,238.00	89,869.00
Instruction	164,811.00	173,327.00	338,138.00
Library	12,429.00	11,349.00	23,778.00
Plant Operation	97,830.00	90,033.00	187,863.00
Total	318,701.00	320,947.00	639,648.00

All of the appropriated tax money is expended during the biennium, and regulations of the Board of Higher Education require that unexpended amounts in the Interest and Income and Institutional Collections Accounts be transferred to a reserve fund where they are held in the name of the college. Special permission must be obtained from the board to expend this money; approval is usually granted only for specific emergency items. Since the entire amount will be expended for educational purposes, the \$318,701 annual figure has been used as a basis for computations which follow:

Expenditure Per Student. The total enrollment for the year is determined as follows:

Summer Session 1961, 12-hour load		
Full-time students	152.00	
Part-time, 88 hrs. divided by 12	7.33	
Total	159.33	
$159.33 \times \frac{12}{16} \times \frac{1}{3} =$		39.83
Regular terms 1961-62, 16-hour load		
Full-time students, first semester	172.00	
Full-time students, second semester	170.00	
Total	342.00	
$342 \times \frac{1}{2} =$		171.00
Part-time students		
Semester hours, first semester	352	
Semester hours, second semester	402	
Total	754	
$754 \times \frac{1}{16} \times \frac{1}{2} =$		23.56
Average equivalent full-time enrollment	234.39	

Dividing the expenditure total of \$318,701 by the average equivalent full-time enrollment figure of 234.39 results in an annual expenditure per student of \$1,359.79. The use of the factor of .51 from Table VII of the "Finance" chapter of the NCA Revised Manual of Accrediting results in a weighted expenditure of \$693.49 per student for the 1961-62 academic year.

Income Per Biennium. Because the college is a state-supported agency, the expenditure always closely matches the income. Table XVIII shows the amounts appropriated by the State Legislature for given bienniums. Increases or



decreases in the reserve balance indicate the only variation of income from expenditure. Interest and Income and Institutional Collections items for 1961-63 represent estimated amounts to be derived from those sources.

In addition to the income shown in Table XVIII, the 1953 Legislature appropriated \$3,500 for plant improvements, the 1955 Legislature appropriated \$3,976, the 1957 Legislature appropriated \$350,479.50 which included \$304,500 for a new Health and Physical Education Fieldhouse and \$41,000 for industrial arts equipment, the 1959 Legislature

TABLE XVIII. INCOME PER BIENNIUM

Biennium		Source		
Reserve at Beginning	Appropriated Tax Money	Interest & Income	Institutional Collections	Total
1953-55 (\$21,319.16)	255,000.00	43,205.58	35,303.75	333,509.33
1955-57 (\$36,767.58)	261,000.00	48,736.11	45,537.95	355,274.06
1957-59 (\$30,211.20)	364,452.00	46,168.00	43,332.00	453,952.00
1959-61 (\$25,742.86)	416,558.00	52,011.74	49,465.81	518,035.55
1961-63 (\$27,000.00)*	546,648.00	44,000.00*	49,000.00*	639,648.00

\* Estimated

appropriated \$280,628 which included \$150,000 for an addition to the Industrial Arts Building (Flemington Hall) and \$50,000 for industrial arts equipment, and the 1961 Legislature appropriated \$322,000 which included \$175,000 for a new heating plant and \$147,000 for general improvements, remodeling, and equipment.

#### Indebtedness

The only indebtedness of the college was incurred to finance the construction of two single-story men's dormitories, Hicks Hall in 1955 and Crabtree Hall in 1957. The obligation is in the form of bonds issued against the income which the buildings produce. All money designated for bond retirement is accounted for separately from the Institutional Collections category. Revenue from the women's dormitory, Dacotah Hall, may be used to help retire the bonds on the building constructed in 1957 if its income is not sufficient to meet the annual payments.

Each of the buildings cost \$50,000. By June 1, 1961, \$24,000 had been paid against the obligation of Hicks Hall, \$14,660 of which has been credited against the principal. Another payment of \$4,000 will be made before June, 1962, with \$2,500 of that amount being applied to the principal. Payments totaling \$27,056 have been made on Crabtree Hall.



This money represents the retirement of nine \$1,000 bonds, plus interest of \$11,280 and a reserve balance of \$6,776.

### Physical Facilities

The college buildings are arranged conveniently and compactly on a 40-acre site on the east edge of Ellendale, North Dakota. All of the buildings are within two blocks of one another. All roads are hard-surfaced except for a portion near the Fieldhouse and an access road to the duplex area. The campus is well lighted, with 14 new fluorescent lights so located as to illuminate all building entrances and all sidewalks and roads. Since 1955, four new buildings have been completed, and a new heating plant is now under construction.

Campus Buildings. The older campus buildings are generally of exterior brick construction with wooden interiors. Those built since 1929 are of fire-resistant materials. A total of \$908,400.00 has been spent on repairs, remodeling, and new construction since 1955, \$283,000.00 of that sum during the current biennium. In order of their construction dates, the buildings are as follows:

(1) The Manual Training Building (1899) contains classrooms, offices, the bookstore, the post office, the coffee shop, and a student-faculty lounge. Part of the

building was remodeled in the spring of 1962 into a conference room and offices for the President.

(2) Carnegie Hall (1902) contains classrooms, offices, laboratories, and rest rooms. The 1962 remodeling project added new administrative and instructional offices.

(3) The Armory (1905) was originally a physical education building but at present is not in use except for student social functions.

(4) Dacotah Hall (1907) contains rooms for 60 women students, an office and residence for the Dean of Women, and the college cafeteria.

(5) The Industrial Arts Building (1910) contains shops and classrooms, garages, and the old power plant.

(6) The Graham Library (1930) contains stacks, a reading and reference room, a classroom, offices, and a student center in the basement.

(7) The Duplexes (1955) contain 16 two-bedroom apartments for married students.

(8) Hicks Hall (1955) contains rooms for 46 men students and a faculty proctor.

(9) Crabtree Hall (1957) is a duplicate of Hicks Hall, also housing 46 men students and a proctor.

(10) The Health and Physical Education Fieldhouse



(1958) contains a portable basketball floor on packed earth, locker and equipment rooms, a multi-purpose room, a classroom, and offices.

(11) Flemington Hall (1960), connected to the Industrial Arts Building, contains shops, classrooms, and offices.

(12) The new Heating Plant (under construction) will contain all of the campus heating equipment, offices, and maintenance space.

#### Operation and Maintenance

The Business Manager is responsible for the operation of the physical plant, and all work orders are routed through his office. A Superintendent of Buildings and Grounds was employed for the first time during the fall semester of 1961. His staff consists of eight full-time and eight to twelve part-time persons.

All buildings are heated by a central steam heating plant. Electricity is purchased, and all buildings have adequate fluorescent light. Water is supplied from the city water system, but until 1960 few people cared to drink it. A new city system has made the water palatable, but as yet the college lacks sufficient drinking fountains.

Classroom space is adequate at present, with little or

no crowding and sufficient ventilation. The average number of square feet per student station was figured at 19 by a team from the U.S. Office of Education in 1958, and the figure is approximately the same in 1962.



## CHAPTER VII

### EVALUATION

#### Areas of Strength

Purpose and Organization. The purposes and objectives of the college are clearly stated in the college catalogue, approved by the State of North Dakota through the Board of Higher Education, and accepted and supported by the faculty, which had a hand in formulating them.

The services and functions of the Registrar's Office have been carefully studied and revised to provide necessary additional services to students, to coordinate the instructional functions of the college, and to improve the adequacy and maintenance of records. The Registrar's Office has also been placed in its proper perspective in relation to other administrative offices.

The instructional organization, through the Dean of Instruction and heads of departments, is capable of functioning effectively with a small student body or a much larger one. Each member of the administrative staff is charged with certain responsibilities and given the authority to carry them out. Normal safeguards are provided by review authority through each link in the chain of command.

Faculty Service and Morale. The range of faculty age

and experience shows a balance well suited to a teacher-education institution. The fact that most of the advanced degrees were earned and most of the graduate study was accomplished in recent years shows that the faculty as a whole is abreast of current knowledge and techniques. In the past two years the faculty has been strengthened and enlarged, so that all members now hold masters' or doctors' degrees and each department now has at least two full-time faculty members.

Conditions of faculty service are partially set by the faculty itself through democratic processes. For example, academic ranking and promotion criteria were established by the faculty through an elected committee; another committee elected by the faculty is responsible for recommending tenure and promotion of current staff members.

The student-faculty ratio of ten to one promotes faculty knowledge of students and ease of diagnosing and solving their problems. Adjustment of teaching loads to allow time for directing related activities reduces the overloading of key personnel so common in many institutions.

Members of the faculty have exhibited and continue to exhibit a great deal of concern about the improvement of the college, as indicated by studies of such subjects as



curriculum, student teaching, degrees offered, academic rank, library usage, and salaries.

Student Life and Services. The college has a well-conceived plan for advising applicants, orienting freshmen, and counseling students after enrollment. Since the college is small, it has several advantages particularly desirable in an area of small communities. Students and faculty work together in a manner which might be difficult in a larger institution.

Each faculty member has the opportunity to practice guidance and counseling techniques because of a favorable student-teacher ratio. The student, finding that friendships are easily made, becomes a part of the campus life in a short time. The potential leader is usually discovered early, and the various organizations and committees provide a wholesome outlet for his talents.

Housing is adequate for the present size of the student body, and the food is good and inexpensive. Four members of the faculty, who board regularly at the college cafeteria, report few complaints.

Curriculum and Instruction. When the semester plan of academic organization was adopted in 1961, the curriculum was completely revised not only to meet the requirements of

the new plan of organization but also to meet the criteria for an outstanding program of teacher education, including an effective program of general education.

Since the revision of the curriculum and the restatement of the objectives of general education, a student during his freshman and sophomore years spends two-thirds of his time on general education studies and about one-third on basic courses in his academic specialization. The new program was developed with the aid of studies of 60 outstanding accredited institutions in all sections of the country and the 1960 General Education series of books edited by Earl J. McGrath. It embraces 45 hours of communications, biological and physical sciences, general mathematics, art and music, American and Western civilization, health and physical education, literature and philosophy, public speaking, and the fundamentals of psychology.

An inadequate pattern of organization for student teaching has been completely revised to meet the usually acceptable standards of good teacher-education programs. Under the discarded system, student teachers taught only one or two hours daily in the Ellendale schools, sometimes several to a classroom; under the present system, students



teach on a full-time basis during a nine-week period, not only in Ellendale but also in schools in surrounding communities.

The services of the college have been broadened to include an effective organization for the administration of extension classes and consultation services for the public schools in the southeastern part of the state. The current procedures for approving courses, selecting qualified instructors, setting schedules, and financing the program are those generally practiced and acceptable throughout the country.

The required standards for continuance in and graduation from the college have been raised. Students are now required to earn a cumulative 1.00 point (C) average by the end of the third semester and to maintain that average to continue in college. Graduation requirements include a 1.25 average in major and minor areas of study. College policies deny admission to transfer students suspended from other colleges; they must meet the same standards, at the same point in their education, as those students currently enrolled.

Mid-term deficiency reports of students with D or F grades encourage students early enough in the semester to

eliminate a considerable number of academic difficulties which otherwise might result in failures. The college is one of the few that remove students from extra-curricular activities on the basis of mid-term deficiencies.

Library. The use made of the library by students, faculty members, and residents of the area represents one of the college's greatest strengths. Library usage by students is about double that indicated by the American Library Association for the average teachers college. Services to former students, teachers of the area, townspeople, and other libraries are strong. The open stack system works well in making materials easily available and in stimulating students to read widely and frequently.

Monthly circulation records, frequent spot checks of circulation, and lists of recent accessions are distributed to all members of the staff so that the teachers are not only aware of new materials but can also evaluate their teaching by determining which materials are being used and when.

At the present time the Librarians are cataloguing all college-purchased materials permanently housed in departmental offices to establish a central source of information for all materials housed on the campus. Private collections



of faculty members are also being catalogued in the same way.

Financial and Physical Resources. Legislative support of the college has been good, with approximately 80 per cent of the income from general state appropriations. A steady increase in appropriations during the past five bienniums can be noted; the 1961-63 biennial legislative appropriation was approximately 30 per cent higher than the previous one. The weighted expenditure of \$693 per student for the current academic year is high.

The physical facilities have been improved during the past few years, including a fieldhouse in 1959, a new industrial arts building in 1960, a new heating plant in 1962, campus lighting, painting of interiors and exteriors, storm windows, insulation, administration and faculty offices, and new roofs. Also a considerable amount of equipment has been purchased for instruction, plant operation, dormitories, and the library.

#### Plans for Improvement

Purpose and Organization. The enrollment has not shown the increase hoped for by the college or expected by the state; however, improvements in organization, curriculum,

and academic standards have not had much time to make a widespread impression in the college's drawing area.

Faculty members are pointing out those improvements during visits to many high schools and parent-teacher groups this spring.

The administrative organization functions democratically through the Faculty Association, operating under a constitution which defines its authority; the Administrative Council, guided by a set of By-Laws; and faculty-student committees, charged with specific duties. However, the college finds that the system can be more cumbersome than practical and plans revisions to place more responsibility and authority in the hands of administrators.

Faculty Service and Morale. Although all members of the faculty hold at least the master's degree, while other colleges in the region have as many as 30 per cent with only the bachelor's degree, more personnel with advanced study and degrees should be employed as soon as retirements and resignations create vacancies. Some faculty members who have much to offer in knowledge and techniques should be allowed more free time to devote to research and publication.

Although the salaries of personnel have been increased



significantly during the past two years and some leaves of absence have been granted, further salary increases and additional leaves of absence have been planned. Fringe benefits, currently consisting of Social Security and Teachers' Insurance and Retirement, should be broadened, as present benefits fall behind those in effect in most other states.

Student Life and Services. Although the evaluation of first-year teachers through questionnaires to superintendents and principals brings valuable information on the effectiveness of the teacher-education program, the college needs more systematic follow-up studies to evaluate alumni success after that first year. Perhaps a continuing study of the type completed in 1959 would help materially.

The college plans a more varied program of intramural athletics for men. With two full-time members of the men's physical education staff available, the program can be well organized and supervised.

Financial aids should be increased by the solicitation of more scholarships instead of loans and by a better system of seeking part-time job opportunities. The Dean of Women canvasses the community for part-time work for dormitory women; a similar system should be established for men students.

The health service lacks a resident nurse installed in a campus infirmary. From time to time the college has employed a registered nurse when available, usually the wife of a student or faculty member. Although the college is only ten minutes away from medical and nursing service, a permanent position should be established and adequate facilities and equipment acquired.

Curriculum and Instruction. Further curriculum studies are being made with emphasis on the integration of subjects in the general education program in order to enhance the services of the college. For example, the Dean of Instruction proposes to integrate art, music, and literature in one course when suitable instruction can be planned.

A study is now underway to evaluate the possibility of adding a non-teaching Bachelor of Science or similar degree to the curriculum for students who are not interested in or qualified for teaching. A study of such programs in 41 NCATE-accredited colleges has been made.

Although it may be possible to identify teaching strengths and weaknesses through informal methods, a series of faculty seminars is planned for the demonstration and discussion of techniques for the improvement of teaching,



using devices recommended by the American Association of Colleges for Teacher Education. An evaluation of college instruction by selected alumni who have attended graduate schools is now being solicited.

Library. During the next biennium the college hopes to increase the book-periodical-binding budget, which is now about \$19 per student per year, and to increase library assistance in order to reduce the work load of the Librarian.

Financial and Physical Resources. The physical facilities available for instruction and housing need significant improvement. Although a great deal of rehabilitation has been accomplished, the main classroom building should be replaced; laboratories should be improved, an audio-visual center should be added, and the health and fire hazards should be reduced. The two separate but parallel men's dormitories should include a lounge and supervisor's apartment for which funds were appropriated but for which bids were too high. Student center facilities should also be improved and expanded as rapidly as possible.

#### Institutional Studies

Approximately 50 studies of various kinds have been

made in the past four years by members or groups of the faculty, ranging from one-page compilations of such data as student grade distribution to a 90-page evaluation of library usage. In the past two years, the faculty has made a number of studies on which to base requests for administrative and curricular changes. A partial list of the more extensive surveys, with their purposes and results, follows:

- (1) Academic Ranking Report No. 1. Qualifications or standards of 12 midwestern colleges and universities for use as a guide for formulating standards at Ellendale. The resulting standards were approved by the Board of Higher Education.
- (2) Academic Ranking Report No. 2. A comparison of ranks at 34 colleges and universities for use as a guide for assigning ranks at Ellendale. The resulting ranks were approved by the Board of Higher Education.
- (3) General Education Report No. 1. Evaluation of the general education requirements at 28 colleges and universities for use as a guide for formulating a new general education program at Ellendale. The resulting program was approved by the Board of Higher Education.
- (4) Professional Education Report No. 1. Evaluation of professional education requirements at 28 colleges and universities for use as a guide for formulating a new professional education program at Ellendale. The resulting program was approved by the Board of Higher Education.
- (5) Academic Concentration Report No. 1. Evaluation of major and minor requirements at 28 colleges and universities for use as a guide for formulating new major and minor requirements at Ellendale. The resulting program was approved by the Board of Higher Education.



- (6) General Education Report No. 2. A continuing study of general education requirements at 60 NCATE-accredited colleges and universities for use as a basis for possible future requests for changes in the program at Ellendale.
- (7) Professional Education Report No. 2. A continuing study of professional education requirements at 60 NCATE-accredited colleges and universities for use as a basis for possible future requests for changes in the program at Ellendale.
- (8) Academic Concentration Report No. 2. A continuing study of major and minor requirements in 60 NCATE-accredited colleges and universities for use as a basis for possible future requests for changes in the program at Ellendale.
- (9) A Study of the Teacher Education Program. A report presented by Leo M. Thomas, Dean of Instruction at the Nebraska State Teachers College, Kearney, Neb., after serving as a curriculum consultant at Ellendale. The report reinforced the college's request for a revised curriculum, approved by the Board of Higher Education.
- (10) Report of NCA Coordinator's Visit. A brief evaluation of the curriculum and facilities at Ellendale presented by Dr. Orville L. Eaton, NCA Coordinator, in April, 1962.
- (11) Physical Education Report No. 1. Evaluation of physical education offerings in five areas at 25 colleges and universities to document a request for additional courses in those areas at Ellendale. The request was approved by the Board of Higher Education.
- (12) Language Requirements in State Colleges. A study of foreign language requirements for non-teaching degrees in 41 NCATE-accredited colleges and universities to document a possible future request for adding such a degree at Ellendale.



- (13) Student Teaching Handbook. A detailed guide for student teachers, formulated by the staff members of the Education and Psychology Department. The handbook was printed and has been distributed to each student teacher.
- (14) Handbook on Intercollegiate Athletics. A detailed policy of requirements and standards for the conduct of the intercollegiate athletic program at Ellendale, formulated by the Faculty Committee on Intercollegiate Athletics. The handbook was printed and has been distributed to all students participating in intercollegiate athletics.
- (15) Credit for Extra-Curricular Activities. A study of academic credit given for extra-curricular activities in 21 colleges as a means of comparing the practice at Ellendale with that of other colleges. No recommendations have yet been formulated as a result of this study.
- (16) Report on Alumni Progress. A compilation of answers to a questionnaire sent to alumni on their progress since graduation as a guide to evaluating student achievement at Ellendale.
- (17) Report on Graduate Studies. A compilation of data of graduates who have continued their education in other colleges and universities, seeking advanced degrees, as an evaluation of the professional viewpoint students receive at Ellendale.
- (18) Inventory of Faculty Teaching Loads. A compilation of courses and enrollment for each member of the faculty, sent to the Board of Higher Education after the start of each semester. A tabulation of these reports for a period of years is used as a guide for scheduling classes and assigning instructors.
- (19) Continuing Study of Library Circulation. Monthly reports of the circulation of library materials, sent to all members of the faculty as a guide to the evaluation of course requirements.



- (20) List of Library Accessions. A yearly report of all new materials acquired by the library, compiled from periodic listings sent to all members of the faculty. The report may be used as a basis for requests for additions to library holdings.
- (21) Library Usage Report. A study of three one-week periods on the use of the library by students and others for use as a guide to the evaluation of library usage and to document requests for library appropriations.
- (22) Evaluation of First-Year Teaching. A yearly compilation of answers to questionnaires sent to superintendents and principals evaluating the performance of beginning teachers. The reports are used to evaluate teacher education programs at Ellendale.
- (23) Background Study of Entering Students. A study of the reading habits and accomplishments of freshman students in Library Usage 107, used as a method of forming a knowledge of the background of students at Ellendale.

APPENDIX



APPENDIX A

CONSTITUTIONAL PROVISION  
(October 1, 1889)

ARTICLE XIX

PUBLIC INSTITUTION

Section 215. The following public institutions of the state are permanently located at the places hereinafter named, each to have the lands granted it by the United States in the act of congress approved February 22nd, 1889, to be disposed of and used in such manner as the legislative assembly may prescribe subject to the limitations provided in the article on school and public lands contained in this constitution...

Section 216. The following named public institutions are hereby permanently located as hereinafter provided, each to have so much of the remaining grant of one hundred seventy thousand acres of land made by the United States for "other educational and charitable institutions" as is allotted by law, namely:

...Third: An industrial school and school for manual training or such other educational or charitable institution as the legislative assembly may provide at the town of Ellendale, in the county of Dickey, with a grant of forty thousand acres.

## APPENDIX B

### CONSTITUTION OF THE STATE TEACHERS COLLEGE AT ELLENDALE

(Adopted by the Faculty in May, 1958)

#### PREAMBLE

This Constitution is adopted in furtherance of efficient and democratic organization of the faculty and administration of the State Teachers College at Ellendale in the achievement of its purposes and aims.

#### PHILOSOPHY OF THE COLLEGE

A democratic society depends for its success on the ability of education to create an enlightened electorate and a wise leadership. Widely disseminated and purposeful public education is essential in any society in which every citizen has a voice in government.

If it is to be effective, education must provide for every member of society capable of receiving it a respectable body of accumulated human knowledge and the skills and opportunities for using it to his profit and to the advantage of the many; it must create situations favorable to the development of discriminating judgment; it must encourage self-development and self-realization; it must furnish the impulse toward wider understanding and sympathy; it must instill an attitude of personal responsibility.

Recognizing the individual needs, interests, and abilities of its students, the college offers a variety of curricula designed to meet such differences and to prepare the graduates for their future opportunities and obligations.

#### ARTICLE I -- Name

The name of this organization shall be the Faculty Association of the State Teachers College at Ellendale, North Dakota, hereinafter called the Faculty Association.



## ARTICLE II -- Authorizing Resolution

The Administrative and executive control of the State Teachers College at Ellendale is vested by the State Board of Higher Education in the following:

Section 1. The President, who shall be the chief executive.

Section 2. The Faculty, who shall consult with the President, and having been delegated authority by the President shall legislate on all matters of instructional policies and regulations. If an act of the Faculty is disapproved by the President, he may veto it within 10 days, which veto with recommendations shall be submitted to the Secretary of the Faculty in writing and entered in the minutes of the Faculty Association.

## ARTICLE III -- Purpose

The purpose of the Faculty Association shall be as follows:

Section 1. To provide the best program possible for the preparation of teachers for the public schools of North Dakota in the science of education and the art of teaching. A broad general education contributes to this purpose and also to preparation for assuming an active and responsible position in the civic life of a democracy.

Section 2. To promote a spirit of cooperation and friendship between the faculty and the student body.

Section 3. To aid in the internal administration of the college.

## ARTICLE IV -- Organization

Section 1. The membership of the Faculty Association shall be all members of the staff having instructional, supervisory, administrative, or library duties.

Section 2. Officers shall be a president, a vice-president, and a secretary. The president shall be the President of the College, the vice-president shall be the President of Local 55 of the North Dakota Education Association, and the secretary shall be the College Registrar.

## ARTICLE V -- Administration

Section 1.(a). The President, as head of the institution, shall organize, supervise, and administer the affairs of the College, dealing with the broad phases of initiating and executing professional and financial plans and policies.

(b). The President is the chief representative of the College to the public.

(c). The President shall delegate such administrative and routine work as he shall determine.

(d). In formulating institutional plans and policies, and in executing them, the President shall give full consideration to the advice of the faculty. As responsible head of the institution, however, he may veto any action and issue executive orders.

(e). Without limiting the President's general control of the College, his specific duties include the following:

(1) Approving budgets and department needs.

(2) Consolidating departmental budgets into a budget for the College.

(3) Providing plant facilities, including repairs, for all institutional activities.

(4) Formulating and publishing policies.

(5) Recommending (to the State Board of Higher Education for election) candidates for teaching positions in the College.

(6) Appointing members of the committees whose membership is not specifically named in this Constitution or in the By-Laws of the Administrative Council.

(7) Approving sponsors for student organizations.



Section 2. The Acting President of the College shall be appointed by the President. The Acting President shall perform those duties delegated to him by the President.

Section 3.(a). The Faculty shall administer all matters which are vital to the control of the College but which are not directly vested in the President.

(b). No action taken by any committee, division, or administrative assistant modifying any policy or regulation of the College shall be considered final until approved by the Faculty.

(c). The Faculty shall determine, in cooperation with the President, the organization of the teaching staff.

(d). The Faculty shall approve or disapprove candidates for certificates, diplomas, and degrees certified to it by the Registrar.

(e). The Faculty shall recommend to the President policies concerning faculty relations and welfare and the general welfare of the College.

(f). The Faculty shall determine policies concerning dramatics, forensics, music, intercollegiate athletics, publications, and other co-curricular activities.

Section 4. The Administrative Council shall prepare By-Laws in which functions and procedures are stated and in which the organization, membership, and duties of committees are described. The primary function of the committees so established is to prepare legislation for action by the Faculty and to assist in its administration. The Faculty committees are coordinated through the Administrative Council.

#### ARTICLE VI -- Amendments

Any faculty member shall have the right to propose amendments to the Constitution. Such proposed amendments shall be presented in writing to the Secretary of the Faculty

Association, who shall in turn present copies to each faculty member at least five days before the date of the next meeting of the Faculty Association. If two-thirds of the members present and voting support the proposed amendment, it shall then become part of the Constitution.



## APPENDIX C

### BY-LAWS OF THE ADMINISTRATIVE COUNCIL

(Revised in January, 1959)

#### ARTICLE I -- Name

The official name of this organization shall be the Administrative Council of the State Teachers College at Ellendale, North Dakota.

#### ARTICLE II -- Functions

Section 1. It shall be the function of the Administrative Council to serve as a channel through which faculty opinion may be expressed and to make recommendations concerning the philosophy under which the College shall operate in carrying out the policies of the State Board of Higher Education.

Section 2. The Administrative Council shall receive and consider recommendations and suggestions proposed by members of the faculty as individuals, committees, or areas.

Section 3. The Administrative Council shall recommend in writing to the faculty, with the approval of the President of the College, changes in policy or procedure. Such recommendations shall be placed in the faculty mail boxes at least five days before the regular date for the next meeting of the Faculty Association. If approved by vote of the faculty, the recommendations shall be presented to the President for approval and adoption.

Section 4. The Administrative Council shall establish faculty committees and shall hold those committees responsible for the proper performance of their duties.

#### ARTICLE III -- Membership

Section 1. The Administrative Council shall consist of seven members including the President of the College, who shall serve as chairman. The President of the College shall appoint three members of the Administrative Council. The other three shall be members-at-large elected by the Faculty Association.



The President shall appoint a chairman for each of the five areas (Article V, Section 1) from the membership of the Administrative Council.

Section 2. Appointed and elected members of the Administrative Council shall serve for terms of three years. The term of office shall start September 1. In case of a resignation or other vacancy in the Administrative Council, the member selected (by appointment or election under Section 1 above) shall serve only for the unexpired term.

#### ARTICLE IV -- Meetings

Section 1. The Administrative Council shall hold regular weekly meetings during the academic year.

Section 2. Special meetings may be called by the chairman or upon the written request of at least three members of the Administrative Council.

#### ARTICLE V -- Standing Committees

Section 1. Standing committees shall be grouped within the following five areas:

- A. Educational Policies
- B. Student Service
- C. Student Activities
- D. Faculty Services
- E. Public Relations

Section 2. Within each area there shall be a standing committee consisting of the chairman of the area (appointed by the President for a term of three years) and the chairmen of the committees grouped within that area. It shall be the function of the area committee to coordinate the work of the standing committees within that area and to make recommendations to the Administrative Council concerning matters of common interest to those committees.

Section 3. Except in cases where chairman are hereinafter named, the chairmen of the committees within the areas shall be appointed by the President, subject to the approval of the Administrative Council. The committee members shall be chosen by the Administrative Council. All appointments shall be for a period of three years.



Section 4. Each committee shall have the authority to carry out its routine and prescribed duties. Each committee is accountable to the President and to the Administrative Council and shall keep records of its actions as shall be determined by the Administrative Council. In matters involving policy, the committee shall submit its recommendations to the Administrative Council for approval, and these recommendations shall be subject to the procedure stated in Article II, Section 3. Work performed by individual members of a committee must receive final approval of the committee.

Section 5. If a committee feels that it is confronted with an emergency problem which should be presented to the Faculty Association and the time available does not permit the usual procedure, the committee may petition the President of the College for permission to present its case directly to the Faculty Association. A written statement of the problem and the proposed action of the committee shall be placed in each faculty mail box at least four hours before the Faculty Association is to meet.

Section 6. The chairman of each standing committee shall determine the time and place of the regular meetings of his committee. He is responsible for the activities of the committee and should insure that minutes are kept and that necessary reports are made to the Administrative Council. Special meetings may be called by the chairman of a committee or by a majority of the members of that committee.

#### ARTICLE VI -- Amendments

Amendments to these By-Laws shall be presented in writing to the Administrative Council. Any faculty member shall have the right to propose amendments. The Administrative Council shall act on the proposed amendments at its next regular meeting following the one at which the amendment was presented. If approved by a majority vote of the Administrative Council, the proposed amendment shall be presented to each member of the faculty at least five days before the next meeting of the Faculty Association. If two-thirds of the faculty voting support the proposed amendment, it shall then become part of these By-Laws.



ARTICLE VII -- Organization and  
Membership of Standing Committees

Section 1. The Educational Policies area is responsible for the basic philosophy of instructional procedures, for the integration of agencies of instructions (including the use of all instructional materials), for the implementation of instructional objectives into a working program, and for the evaluation of this program and recommendations for its improvement. The membership of the area shall be in accordance with Article V, Section 2.

- A. Registration and Scholarship Committee
- B. Curriculum Committee
- C. Student Teaching Committee
- D. Library Committee

Section 2. The Student Services area is responsible for the initiation, administration, and evaluation of the various student services of the College. It shall coordinate and unify such services. The membership shall be in accordance with Article V, Section 2.

- A. Counseling Service Committee
- B. Health Service Committee
- C. Teacher Placement Committee
- D. Discipline Committee

Section 3. The Student Activities area is responsible for the overall supervision and cooperation of the non-academic activities of the student body. The membership shall be in accordance with Article V, Section 2.

- A. Athletic Committee
- B. Convocation and Commencement Committee
- C. Social Life Committee
- D. Student Service Fee Committee

Section 4. The Faculty Services area is responsible for the formulation and implementation of basic principles which promote the social, professional, and economic interests of the faculty. The membership shall be in accordance with Article V, Section 2.

- A. Faculty Welfare Committee
- B. Personnel Committee
- C. Committee for Professional Growth



Section 5. The Public Relations area is responsible for the stimulation of interest of both the alumni and the general public in the college's educational program. A close relationship with the alumni shall be maintained in order to serve them and retain their interest in the welfare of the College. Membership shall be in accordance with Article V, Section 2.

- A. Alumni Committee
- B. Special Events Committee
- C. School and Community Contacts Committee
- D. Publications Committee

(NOTE: All of the above committees have a considerable number of specific duties and responsibilities, which have been omitted here because of space considerations. The Administrative Council has proposed to re-examine the committee structure and duties with an eye to consolidating where indicated and to eliminating unnecessary or obsolete details.)

## APPENDIX D

### ADMINISTRATIVE COMMITTEES, 1961-62

#### I. Educational Policies: Mr. Schonberger

1. Registration and Scholarship Committee  
Mrs. Christian, Chairman  
Mr. Schonberger                      Dr. Retzlaff  
Dr. Opem                                  Mr. Sulentic
2. Curriculum Committee  
Dr. Dugan, Chairman              Mr. Andresen  
Mr. Schonberger                      Dr. Kress
3. Student Teaching Committee  
Mr. Andresen, Chairman  
Mr. Sulentic                              Dr. Opem  
Department Head as advisable or necessary
4. Library Committee  
Mr. Hunt, Chairman                  Mr. Adams  
Mr. Schonberger                      Mrs. Kabrud

#### II. Student Services: Dr. Opem

1. Counseling Service Committee  
Dr. Opem, Chairman  
Mrs. Christian                          Mr. Sulentic  
Mrs. Young                              Mr. Hewitt
2. Health Service Committee  
Mr. Hewitt, Chairman  
Dr. Oster                                  Dr. Opem  
Mr. Anderson                              Mrs. Young
3. Teacher Placement Committee  
Dr. Opem, Chairman                  Mr. Andresen  
Dr. Retzlaff                              Mr. Hill  
One student from the Senior Class  
(Selected by Student Council)



4. Discipline Committee  
 Dr. Dugan, Chairman  
 Dr. Opem                      Mrs. Young  
 Adviser of student being considered  
 Three students selected by Administrative  
 Council from five or more recommended by  
 Student Council: Hilbert Johs,  
 Carol Ylitalo, Connie Newman

### III. Student Activities: Mr. Sulentic

1. Athletic Committee  
 Mr. Schonberger, Chairman  
 Mrs. Vick                      Mr. Sulentic  
 Mr. Anderson (ex officio)
2. Convocation Committee  
 Dr. Kress, Chairman  
 Mr. Adams                      Mr. Wilke  
 Students from each of the Freshman, Sophomore,  
 Junior, and Senior Classes, selected by Student  
 Council: Donald Kosel, Arlo Mittleider,  
 Gerald Morlock, LaVonne Hoffman
3. Social Life Committee  
 Mrs. Young, Chairman      Mr. Sulentic  
 Dr. Opem                      Mr. Mahoney  
 Students from each of the Freshman, Sophomore,  
 Junior, and Senior Classes, selected by Student  
 Council: Donald Spens, James Owen, Karen  
 Brown, Maureen Maier.
4. Student Service Fee Committee  
 Mr. Hewitt, Chairman      Mr. Sulentic  
 Mr. Woodward                      Mr. Hill  
 Two students selected by Student Council:  
 Judith Jund, Gary Anderson

### IV. Faculty Services: Dr. Kress

1. Faculty Welfare Committee  
 Dr. Kress, Chairman      Mr. Law  
 Mrs. Randolph                      Mr. Hill

2. Personnel Committee  
Dr. Dugan, Chairman  
Not fewer than two additional faculty members  
selected by the Administrative Council, chosen  
with regard to the specific problem involved.
3. Professional Growth Committee  
Dr. Kress, Chairman  
Dr. Retzlaff                      Mr. Schonberger

V. Public Relations: Mr. Andresen

1. Alumni Committee  
Mrs. Kabrud, Chairman  
Mrs. Mason                      Mr. Woodward  
President of Student Council: Delyle Schaible  
Senior chosen by Student Council: Cleo Moore
2. Special Events Committee  
Mrs. Vick, Chairman  
Mr. Wilke                      Mrs. Kabrud  
Three students chosen by Student Council:  
Darwin Golz, Dean Bennett, Ruby Mayer
3. School and Community Contacts Committee  
Mr. Andresen, Chairman  
Mr. Hill                      Mrs. Kabrud  
Two students selected by Student Council:  
Pius Reis, Myrna Larson
4. Publications Committee  
Mrs. Christian, Chairman  
Mr. Schonberger                      Mr. Andresen



## APPENDIX E

### BOARD OF HIGHER EDUCATION TENURE POLICY

#### Policy Statement on Tenure

WHEREAS, it is the belief of the State Board of Higher Education that the state-supported institutions of higher education in North Dakota are in need of a general uniform policy on tenure, and

WHEREAS, it appears necessary in order that institutions may keep abreast of their changing educational needs for each institution to establish its own constitution and by-laws within the authority and general policy of the Board, and

WHEREAS, Section 15-1017 of the North Dakota Revised Code of 1943 provides that the State Board of Higher Education shall have the power to employ and remove all employees of the several institutions under its control, and to fix salaries and terms of office and prescribe the duties thereof, and to adopt rules, regulations, and by-laws for the government of each institution and the departments and branches thereof, and

WHEREAS, academic freedom and economic security are indispensable to the success of an educational institution in fulfilling its obligations to its students and to society:

#### 1.

NOW, THEREFORE BE IT RESOLVED THAT TENURE shall be extended all eligible persons, except those having the rank of instructor at the University and the Agricultural College, upon satisfactory completion of three academic years of service to the institution, exclusive of summer sessions and leaves of absence, provided, however, that upon proper notice this period may be extended to four years where special circumstances make an extension advisable:

#### 2.

The services of a person with tenure shall be terminated only for adequate cause:



## 3.

The reasons for the termination of an appointment of a person with tenure shall be made in writing by the president and presented to the person involved and to the State Board of Higher Education not less than three months before the effective dismissal date. In case the cause for dismissal is gross misconduct or mental or physical impairment, suspension by the president may take place immediately, subject to the approval of the State Board of Higher Education. In the event a reduction in staff becomes necessary because of financial stress, legislative action, loss in enrollment, consolidation of departments, or dropping of courses, the termination of an appointment of a person with tenure shall not only be demonstrably bona fide, but consideration shall be given to departmental seniority in the retention of faculty members.

## 4.

A person with tenure recommended for dismissal shall if he desires by making a written request to the president, be granted a hearing and may appear with counsel and witnesses before a standing committee of five members on tenure elected by the faculty of the institution concerned from those having tenure and including not less than two teachers and two administrators, for the purpose of conducting the hearing and making recommendations in the case. The person being discharged shall be informed at least ten days before the hearings in writing of the charges against him or her, as the case may be. The recommendations of the Tenure Committee, along with a record of the hearing, shall be transmitted in writing to the person being discharged, the president of the institution, and the Board. In the event that the Board does not concur with the recommendations of the Tenure Committee, a joint meeting of the Tenure Committee, the President, and the Board shall precede final action of the Board.

## 5.

All persons shall be notified in writing by the President of tenure status upon appointment or upon any change of status and shall be so certified to the North Dakota State Board of Higher Education.



NOTE: Tenure is defined to mean the permanent or continuous employment of teaching faculty members and professional staff, excluding presidents and deans. However, this policy statement of tenure does not limit, restrict, or qualify the statutory and constitutional authority of the Board to remove or discharge employees with or without cause.

## APPENDIX F

### FACULTY RANK AND PROMOTION POLICY

#### Minimum Standards for Academic Rank

The following minimum standards for appointment and promotion of academic staff members at the Ellendale State Teachers College shall apply, except in cases in which outstanding qualifications for individual positions can be demonstrated.

(1) The rank of instructor normally requires a master's degree in the staff member's teaching area. (2) The rank of assistant professor normally requires a master's degree in the teaching area plus three years of teaching experience. (3) The rank of associate professor normally requires a master's degree in the teaching area and one year of graduate study toward the doctorate plus five years of teaching experience, two of which should be on the college level. (4) The rank of professor normally requires an earned doctorate in the teaching area plus seven years of teaching experience, four of which should be on the college level.

Following initial appointment, a staff member will be considered for promotion when he has secured tenure (three years of teaching at the Ellendale State Teachers College) and has received a master's degree from an accredited college or university.

All appointments and promotions shall be recommended to the President by a tenure and ranking committee consisting of members of the Faculty Association and appointed by that association. Once awarded, academic rank shall be permanent until the staff member is promoted, retires, or leaves the employment of the college. Only full-time members of the teaching staff shall be granted academic rank.

The tenure and ranking committee shall consider the following criteria in appointing or promoting academic staff members: (1) successful teaching, (2) service to the college and the community, and (3) professional growth and development.



Successful teaching, the most important criterion for appointment or promotion, means competence in the subject matter area in which the staff member is teaching; knowledge, understanding, and skills bearing on the professional activities of teaching and guidance; and personal qualifications which make the staff member suitable for teaching, such as a sincere interest in the welfare of students and a tolerant understanding of their problems.

Service to the community implies a high degree of cooperation with associates and an interest in the college as a whole as demonstrated by active participation in committee work and other assigned duties. Willingness to accept more than normally assigned duties and the ability to discover and accomplish ways of promoting the welfare of the college shall be considered. Service to the community means contributions of value to the city, state, and nation to the full ability of the staff member, without interference with professional duties at this college.

Professional growth and development includes demonstrated ability to do the scholarly work of investigation, experimentation, or publication and the manifestation of self-improvement through advanced study, research, or travel.

#### Committee Members:

R. T. Schonberger, Chairman  
Robert A. Kress  
A. Melvin Open  
M. W. Andresen  
Ruth S. Randolph

## APPENDIX G

### BOARD OF HIGHER EDUCATION RETIREMENT POLICY

(Latest Revision)

This retirement policy shall apply to the nine institutions of higher learning and to the Commissioner and staff of the State Board of Higher Education of North Dakota.

Administrative personnel of academic rank must retire from the administrative position at age 65 with a right to remain until age 70 in a teaching or research position which is non-administrative.

Administrative personnel of academic rank shall include the following:

1. Commissioner of Higher Education;
2. Presidents;
3. Deans;
4. Directors of Extension;
5. Department Heads;
6. Trade School Head.
7. Any others who may be designated by the State Board of Higher Education.

Administrative personnel of non-academic rank must retire from the administrative position at age 65 with a right to remain until age 70 in a position which is non-administrative.

Administrative personnel of non-academic rank shall include the following:

1. Business Managers;
2. Registrars and Admissions Officers;
3. Supervisors of Buildings and Grounds;
4. Any others who may be designated by the State Board of Higher Education.



It is provided, however, that the State Board of Higher Education may retain a person, of either academic or non-academic rank, in any administrative position beyond the age of 65 on the following conditions:

1. Said person will be employed on a year-to-year basis;
2. Said person may be assigned to a position of lesser responsibility and at a lower salary;
3. Said person cannot be retained beyond age 70.

The teaching and research staff must retire at age 70.

Custodial help; secretarial, clerical and office personnel; technicians, other institutional employees must retire at age 65. The institution is permitted to use these employees on a part-time basis.

The effective date of this policy shall be July 1, 1963.

APPENDIX H

EXTENSION CLASS ORGANIZATION FORM

STATE TEACHERS COLLEGE  
Ellendale, North Dakota

COURSE \_\_\_\_\_ DATE \_\_\_\_\_  
(Title) (Dept.-No.)

Credit Hours \_\_\_\_\_  
(Instructor) (Location)

Admission Requirements \_\_\_\_\_

Course Prerequisites \_\_\_\_\_

Textbooks \_\_\_\_\_

Supplementary References \_\_\_\_\_

Beginning Date \_\_\_\_\_ Number of Sessions \_\_\_\_\_

Ending Date \_\_\_\_\_

Dates of Sessions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Class Approval

\_\_\_\_\_  
Director of Public Services Dean of Instruction

\_\_\_\_\_  
Department Head Instructor



# APPENDIX I

## LIBRARY CIRCULATION REPORT

April 2, 1962: Circulation Report for the Month of March, 1962

JUNIOR:	March 1961	March 1962	Since July 1961
General	12	1	60
Psychology	0	0	15
Religion	7	1	73
Social Science	63	94	760
Languages	0	0	19
Science	23	189	689
Technology	19	21	272
Fine Arts	6	25	128
Literature	6	3	113
History	13	10	157
Travel	12	6	73
Biography	44	44	100
Magazines	3	0	21
TOTAL NON-FICTION	208	394	2232
Fiction	171	335	2724
GRAND TOTAL	379	729	5546

### ADULT:

General	94	297	841
Psychology	65	33	346
Religion	16	23	221
Social Science	131	224	1781
Languages	2	21	115
Science	74	93	448
Technology	67	66	426
Fine Arts	231	140	1058
Literature	116	121	1253
History	124	132	699
Travel	20	41	136
Biography	74	75	383
Magazines	201	139	1192
Pamphlets	12	9	116

## LIBRARY CIRCULATION REPORT:

	March 1961	March 1962	Since July 1961
TOTAL NON-FICTION	1327	1464	8991
Fiction	102	155	1152
Reserve	22	57	432
GRAND TOTAL	1451	1676	10575
Composite	1830	2405	16121

T.A. Hunt  
Librarian



## APPENDIX (J)

### LIBRARY ACCESSIONS REPORT

March 22, 1962: Some Recently Processed Items

#### Reference

- 015 Thompson (ed): Cumulative Book Index (Aug-Dec 1961)  
016.9 American University: A Select Bibliography of Asia,  
Africa, Eastern Europe, and Latin America  
920 Mortiz (ed): Current Biography Yearbook

#### Social Science

- 335.43 Congress of CPSU: Program of the Community Party...  
341.67 Brennan (ed): Arms Control, Disarmament, and  
National Security

#### Education

- 370.9784 Geiger: University of the Northern Plains  
371.133 National Education Association: Certification...

#### Science

- 550.9734 N.D. State Water Commission: Ground Water in the  
Vicinity of Ashley...

#### Literature

- 808.3 Uzzell: The Technique of the Novel  
814 Christman: Walter P. Reuther's Selected Papers  
873 Virgil: The Eclogues  
883 Herodotus: The Histories...

#### History

- 947.035 Congress of CPSU: Krushchev on the Future...  
947.035 Congress of CPSU: Krushchev's Reports...  
947.6655 Ebel: Petroleum Industry in Soviet Russia  
978.4 Bakken (ed): Northwood, N.D., Diamond Jubilee

#### Fiction

- Beim: The Lost and Found Ball  
Beattie: The Little Woman Who Forgot Everything  
Dahl: The Daughter  
Lindgren: Brenda Brave Helps Grandmother  
Nelson-Doubleday: Best-in-Books  
Briggs: Leonard Bernstein

Hartog: Waters of the New World  
 Echard: So Brief a Journey  
 Marshall: Walkabout  
 Martelli: The Man Who Saved London  
 Proyson: The Goat That Learned to Talk  
 Proyson: The Town That Forgot Christmas  
 Reader's Digest: Condensed Books  
 Caldwell: A Prologue to Love  
 Holt: Kirkland Revels  
 Lord: A Time to Stand  
 Temple: Give It Back to the Lemongrowers

## Curriculum Library

Bond (et al) A Call To Adventure  
 Bond (et al) Deeds of Men

## Mathematics Department

Arnold Intuitive Concepts of Sets  
 Brewer Theory of Sets  
 Hart College Algebra and Trigonometry  
 Johnston The Slide Rule  
 Kostovskii Geometric Construction with a Compass  
 Smogorzhevskii The Ruler in Geometric Construction  
 Spiegel Theory and Problems of Statistics

## Science Department

Cable (et al) The Physical Sciences  
 Caltsoff Cultural Methods  
 Hardin Biology  
 Johnson (et al) General Biology  
 Knowlton Plants of North America  
 Miller College Physics  
 Pannekorf A History of Astronomy  
 Resnick-Halliday Physics  
 Slabaugh-Butler College Physical Science  
 Stewart Physics  
 Weber (et al) College Physics  
 Villee Biology

T. A. Hunt  
 Librarian



APPENDIX (K)

FRESHMAN ORIENTATION SCHEDULE

STATE TEACHERS COLLEGE  
Ellendale, North Dakota

Freshman Orientation, 1961

Monday, September 11

- 9:30 - 10:30 a.m. General Assembly--Freshmen  
Greetings from Student Council President  
Introduction of Student Council Members  
Greetings from President Dugan  
Introduction of Faculty (Mr. Schonberger)  
Registration Helps (Mr. Andresen)  
Announcement of Events (Dr. Opem)
- 11:00 - 12:00 noon Conducted tour of Campus  
Guides: Student Council Members
- 1:00 - 5:00 p.m. Freshman Registration (Library)  
5:30 p.m. Freshman Dinner (Cafeteria)  
8:00 p.m. Freshman Mixer (Student Center)

Tuesday, September 12

- 8:00 - 9:30 a.m. English Placement Test (Mr. Schonberger)  
9:30 - 12:00 noon Pastors of Ellendale Churches  
Freshmen and Pastors meet in Auditorium
- 1:00 - 4:30 p.m. ACT Testing Program (Dr. Opem)  
8:00 p.m. All-College Mixer (Student Center)

Wednesday, September 13

- 8:00 a.m. Classes Start for All Students
- 11:00 a.m. All-College Assembly (Homecoming Chairman)
- 1:00 - 3:00 p.m. Freshman Tests (Dr. Opem)  
8:30 p.m. Party for Women Students (Dacotah Hall)

Friday, September 15

- 2:30 - 4:30 p.m. Coffee Party for Freshmen Women and  
Mothers, Dacotah Hall (Faculty Women's  
Club)

ORIENTATION - CLASS SCHEDULE  
Fall Semester, 1961

September 19:	Health Problems (Men)	Dr. Oster
	Personal Orientation (Women)	Mrs. Vick
September 26:	Health Problems (Women)	Dr. Oster
	Personal Orientation (Men)	Mrs. Vick
October 3:	Presidents of Student Organizations-Audit.	
October 10:	Presidents of Student Organizations-Audit.	
October 17:	Planning Study and Recreation	Mrs. Young
October 24:	The PQRSST Study Method	Dr. Opem
October 31:	Classroom Skills	Mrs. Kabrud
November 7:	Basic Textbook Study	Dr. Retzlaff
November 14:	Motivation to Study	Mrs. Kabrud
November 21:	Notetaking and Notekeeping	Dr. Opem
November 23:	Writing Skills	Mr. Schonberger
December 5:	Speaking Skills	Mr. Andresen
December 12:	Reading Skills	Mr. Andresen
December 19:	The College Catalogue	Mrs. Christian
January 9:	Examination Skills	Dr. Retzlaff
January 16:	National Education Act, 1953	Dr. Opem

Basic Textbook: College Orientation, Weigant and Blake



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ELLENDALE, NORTH DAKOTA

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N.D. State Teachers College,  
Ellendale

Self-survey report.

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